DOCUMENT RESUME

ED 068 725 VT 017 348

TITLE Work Experience Education; Learning Activity Packages: General Goals 3-5.
INSTITUTION California State Polytechnic Coll., San Luis Obispo.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 71
NOTE 574p.

EDRS PRICE MF-$0.65 HC-$19.74
DESCRIPTORS Answer Keys; Behavioral Objectives; *Career Education; *Goal Orientation; Humanities; Individualized Programs; *Learning Activities; Manuals; Post Testing; Pretests; *Resource Units; Secondary Grades; State Programs; Study Guides; Vocational Development; *Work Experience Programs; Worksheets
IDENTIFIERS California; Career Awareness; LAP; *Learning Activity Packages; Self Awareness

ABSTRACT

For a general work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for three program goals, which focus on self-awareness and self-evaluation, job requirements, and information necessary for successful job placement and job satisfaction. Program goals, performance objectives, learning activities with student worksheets, supplementary activities, and rationales are provided for the three general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 344-017 347 in this issue. (AG)

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LEARNING ACTIVITY PACKAGES

General

Goals 3-5

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VT017348

LAP Prepared By: Edwin Crandall

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #

Type of Work Experience Education: GENERAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.1 Complete the aptitude test available through your counselor and work experience education coordinator, discuss the results with appropriate school person, and list your strongest aptitudes.

NOTE TO THE STUDENT

By the time you complete this LAP, you will be able to:

1. Define aptitude, and
2. Explain why a knowledge of aptitudes is important in planning the direction of your life work.
3. Identify and define the basic aptitudes.
4. Relate occupational activities to basic aptitudes.
5. List your strongest aptitudes and discuss how they relate to your career expectations at present.

RATIONALE

All people have potential abilities (aptitudes). These potential abilities (aptitudes) differ in kind and degree. Aptitudes (potential abilities) are directly related to job success. Certain jobs or occupational areas require certain aptitudes. Thus, aptitudes are one of the main factors in determining career success.

In planning the direction of your life work, it is important to know about your own particular aptitudes (potential abilities). Being aware of your own aptitudes and of what various occupational areas require the same kind of aptitudes, will help you determine your career expectations. In this way you can steer toward goals that have the best potential success for you.

DIRECTIONS

In this LAP you are to (1) study aptitudes and how they can help you, (2) take an aptitude test, (3) discuss the meanings of your aptitude test scores with your counselor, and (4) relate your aptitude pattern to various careers. If you have done the above, you may get credit for the LAP by taking and passing the Pre-Test. Otherwise, start Activity 1 and discover your potential abilities.

DIRECTIONS: (You may wish to place these 2 pages in a folder so that they can be a part of the student's record for use in a number of Learning Activity Packages.) The student Career Expectation Guide and Folder is designed to help you get the most out of your general work experience education job and related instruction, and to help guide you in your short- and long-term career expectations. It is for you to fill in and keep. Remember: (1) Fill in each part of the folder only when you complete the LAP to which it relates. (2) Fill in your folder in pencil, or you might want to change some parts of it later.

3.1.1 Aptitude Test

Date ______________________

Test ______________________

(name)

List strongest aptitudes

1. ______________________
2. ______________________
3. ______________________

List occupation related to aptitude pattern

1. ______________________
2. ______________________
3. ______________________

3.1.2. Interest Inventory

Date ______________________

Inventory ______________________

____

(name)

List main interests

1. ______________________
2. ______________________
3. ______________________

List occupations related to interest pattern

____

____

____

____

3.1.3 School Subject 197_-7_

List subjects you are taking

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

List subjects which you use your strongest aptitude

1. ______________________
2. ______________________
3. ______________________

List subjects you like best

1. ______________________
2. ______________________
3. ______________________

List subjects you like least

1. ______________________
2. ______________________
3. ______________________

3.1.4 Hobbies

Rank hobbies you like according to your greatest interest.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

3.1.5 Values

List your top six values in order and names of persons who share your values.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

3.1.6 Which do you like to work with best? (check one or combination).

___people ___ideas ___things

Notes ____________________

3.1.7 Educational plans

Give 3 reasons why

1. ____________________
2. ____________________
3. ____________________

3.4.1 Career choice ____________________

(1) Requirements completed

(2) Requirements needed to complete

Plans for completing requirements and time required

3.4.2 Career choice ____________________

Reasons why:

1. ____________________
2. ____________________
3. ____________________

3.4.3 Beginning at the lowest level, list levels of advancement related to career choice in LAP 3.4.2.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

Now list steps you must take and time required to attain career level you desire.

Steps	Time Required
1. ________	1. ________
2. ________	2. ________
3. ________	3. ________
4. ________	4. ________
5. ________	5. ________
6. ________	6. ________

3.5.1 Career expectation

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities 1, 2, 3, 4, and 5 are required. If you wish you may do one or two of the I-DEAS.

ACTIVITY 1

Learning about Aptitudes or Getting a General Background on Aptitudes.

Steps:
1. Read Information Sheet #1, "Aptitude--What is it?"
2. Fill in Worksheet for Activity 1.

and

Sign up for the Aptitude test period that best fits your time schedule.

ACTIVITY 2

Starting to Learn about Your Own Aptitudes.

Steps:
1. Read Information Sheet #2, "The Basic Aptitudes and the General Aptitude Test Battery."
2. Think carefully about what you feel are three of your strongest aptitudes. Then fill in Worksheet for Activity 2.
3. Compare your estimate of your strongest aptitudes with other students taking the LAP. Note the different aptitude patterns.

ACTIVITY 3

Relating Aptitudes to Familiar Occupations.

Steps:
1. Refer to Information Sheet #2, "The Basic Aptitudes and the General Aptitude Test Battery."
2. Do Worksheet for Activity 3.
3. Compare your responses to the teacher's answer sheet.

ACTIVITY 4

Take an Aptitude Test.

Steps:
1. Read Information Sheet #3, "Introducing the GATB."
2. Read the booklet, "Doing your Best on Aptitude Tests," and take the self test.
3. Take the aptitude test as scheduled.

ACTIVITY 5

Discuss the aptitude test results with your counselor or work experience instructor, and have him identify your three strongest aptitudes and at least three occupational areas that involve or require these aptitudes.

Steps:

1. Discuss the results of your aptitude test with your counselor or work experience education instructor.
2. On the Worksheet for Activity 5, fill in your three strongest aptitudes. Compare what you guessed were your aptitudes on Worksheet for Activity 2 with results from your test.
3. Complete Worksheet for Activity 5 by listing at least three occupations related to your aptitude.
4. On Pages 2 and 3 write in the name of the aptitude test, date given, your three strongest aptitudes and three related occupations.
5. After checking the answers on your worksheets against the scoring key, turn in your LAP.
6. Take the Post test.
7. If you wish, you may do one or two I-DEAS.

____
Student's Name

PRE-TEST

Exploring Your Aptitudes

I. Have you ever taken an aptitude test? _____ Yes _____ No
If the answer is yes, please answer the following:

When ____________________ Where ____________________

Name of test ____

What are your highest aptitudes?

1. ______________ 2. ______________ 3. ______________

Name three occupations that relate to your aptitude pattern.

1. ______________ 2. ______________ 3. ______________

II. Matching: Write the correct term to the list below that best matches the description of the various aptitudes:

Clerical perception
Finger dexterity
Form perception
Manual dexterity
Motor perception
Numerical aptitude
Spatial aptitude
Verbal aptitude

1. ________________: good news writer.

2. ________________: tennis player moving and hitting the tennis ball back over the net.

3. ________________: potential ability to put together small pieces of a model airplane or car rapidly and accurately.

4. ________________: potential ability to use a hand saw or wrench well.

5. ________________: transferring information from one piece of paper to another.

6. ________________: adding up numbers quickly and accurately.

7. ________________: making visual comparisons and discriminations and see slight differences in shapes and shadings.

PRE-TEST (Continued)

III. Briefly define the following terms:

1. Ability: ______________________________
2. Achievement: ______________________________
3. Aptitude: ______________________________
4. Interests: ______________________________

IV. Using one of the occupations where your aptitude pattern indicated potential success, briefly relate how two of your highest aptitudes would be needed for that occupation. Give an example of the type of activity that relates to the aptitude required.

1. Occupation: ______________________________

    1.1 Aptitude: ______________________________

        1.1.1 Type of activity you would be doing that relates to your aptitude: ______________________________

        ____

    1.2 Aptitude: ______________________________

        1.2.1 Type of activity you would be doing that relates to your aptitude: ______________________________

        ____

PRE-TEST

Scoring Key

I. Answer should be yes if student is to get credit for LAP without completing it. Student also needs to know name of test, results and occupations.

II. Matching:

1. Verbal aptitude
2. Motor perception
3. Finger dexterity
4. Manual dexterity
5. Clerical perception
6. Numerical aptitude
7. Form perception

III.
1. What one is able to do.
2. What one has done.
3. Potential or undeveloped ability.
4. What one likes or would like to do.

IV. Student should be able to show how his aptitude pattern relates to a given occupation.

INFORMATION SHEET #1: "Aptitude--What is it?"

(Required reading for Activity 1)

Aptitude, just what is it? Many adults, as well as young people, are confused as to the meaning of the term aptitude. Aptitude is the natural potential capacity to do something well.

To get a clear understanding of aptitude, you need to know the meaning of the words potential and capacity. Potential means something that exists but is not fully developed and of which you are not fully aware (is not apparent). Thus, potential refers to something that exists in an undeveloped state and is capable of future development; such as, an embryo. For example, to learn to play basketball, one of the aptitudes you use is manual dexterity (the ability to move your hands easily and skillfully). As you practice basketball, your skill and speed improves. Thus, your manual dexterity is developing. However, your ability to learn to play basketball is also influenced by your interest, motivations and other aptitudes. If you were highly motivated and practiced long enough, you would eventually reach a speed and accuracy beyond which you would not improve. You would have reached your full potential; but very, very few of us ever reach our full potential in anything.

Capacity means the amount or degree to which you can do or contain something. It refers not only to being able to do a certain thing but to the quantity and the quality of what we are doing. To realize that we each have certain natural potential capacities (aptitudes) can give a person a sense of excitement and wonder about himself. Discovering one's aptitudes is like discovering a "magic lamp," for you find out about something you possess that contains mysterious untold capacities.

What you do with your aptitudes is largely up to you. The use of your aptitudes are influenced by many aspects of your individual makeup. A couple of the aspects about you that influence what and how you use your aptitudes are your interest and achievement. Interests are what you like or enjoy doing. Achievement notes what you have done and is based upon your ability, and education and training. There are tests to measure a person's aptitudes, interests, and achievement. If you take such tests, a counselor can help you relate the test results to you and to various occupations. This is a beginning step in deciding the direction of one's short- and long-term career expectations. During this LAP you will take a series of short aptitude tests. It will benefit you to find out more about basic aptitude and aptitude tests before you take the aptitude test series.

INFORMATION SHEET #2: "The Basic Aptitudes and the General Aptitude Test Battery"

(Required reading activity for Instructional Objectives #2 and #3.)

There are many human aptitudes; however, there are only a few basic aptitudes which have been found to be related to job performance and job success. The U. S. Employment Service developed the General Aptitude Test Battery (GATB) to help people find out what types of jobs involved the same types of aptitudes that they have. In developing GATB, they studied nearly one hundred tests of different aptitudes and ended up with twelve basic aptitude tests. These twelve basic aptitude tests cover nine basic aptitudes.

The GATB measures the following nine aptitudes:

General Learning Ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgements. Closely related to doing well in school. Measured by Parts 3, 4, and 6.

Verbal Aptitude. The ability to understand meaning of words and ideas associated with them, and to use them effectively. The ability to comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs. The ability to present information or ideas clearly. Measured by Part 4.

Numerical Aptitude. Ability to perform arithmetic operations quickly and accurately. Measured by Parts 2 and 6.

Spatial Aptitude. Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space. Measured by Part 3.

Form Perception. Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines. Measured in Parts 5 and 7.

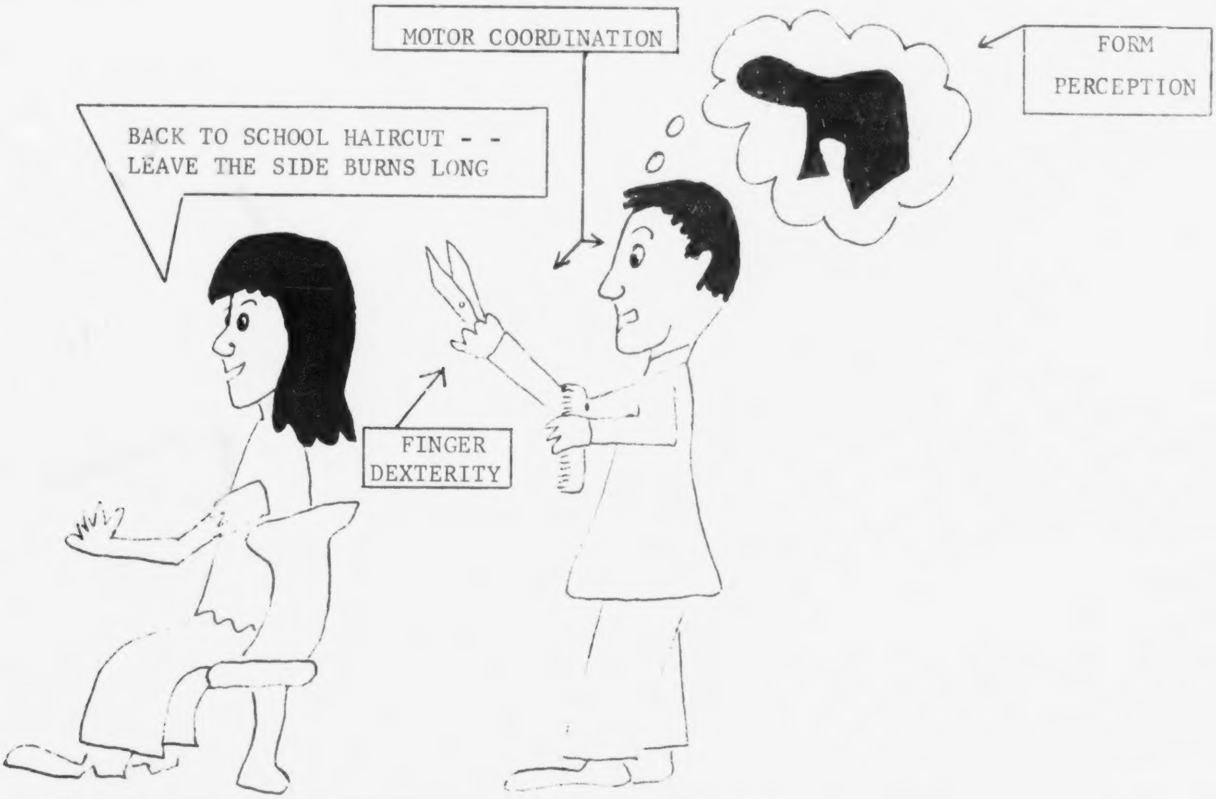
Clerical Perception. Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. Measured by Part 1.

Motor Coordination. Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly. Probably related to reaction time. Measured by Part 8.

Finger Dexterity. Ability to move the fingers, and manipulate small objects with the fingers, rapidly or accurately. Measured by Parts 11 and 12.

Manual Dexterity. Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions. Measured by Parts 9 and 10.*

The nine basic aptitudes were compared to about seven hundred types of jobs. It was discovered that people who were successfully employed in certain jobs had certain aptitude patterns. This means that most people who are successful in a given job scored their highest in the same two or three aptitudes. For example, most barbers score highest in motor coordination, finger dexterity and form perception. Now consider how a barber might need these types of aptitudes in his work. He needs motor coordination (see above definition) in order to cut hair rapidly and accurately. Finger dexterity (see above definition) is needed for the barber to be able to use the comb, scissors and clippers rapidly and accurately. The third aptitude, form perception (see above definition), is needed to make visual comparisons and to see slight differences in shapes, depth (shadings) and length of the hair pattern as he cuts the hair.



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*Manual for the USTES General Aptitude Test Battery, Section II: Norms Occupational Aptitude Pattern Structure; United States Department of Labor (U.S. Government Printing Office; Washington, D.C., 1970), page 1.

The GATB is a 2½ hour battery of short tests that must be taken in one time period. It is a combination of paper/pencil and performance or assembly tests. The California Department of Human Resources Development (the State employment service agency) allows high schools to administer the GATB to students. Thus, in high school, you can get the same aptitude tests that an adult who is seeking job counseling can get at the Department Of Human Resources Development. As there are so many different kinds of occupational aptitude test patterns, it takes a trained counselor to interpret your aptitude test results to you. Your counselor is trained to do this. When you talk to him (or her), remember to find out what occupations have the same aptitude pattern as yours. If you can tell your counselor about some of your interests, he will be able to "zero in" on occupations that fit both your aptitudes and interests.

INFORMATION SHEET #3: INTRODUCING THE GATB

(An explanation for groups about to be tested)

You are about to take the General Aptitude Test Battery, developed by the U. S. Employment Service after many years of research. Aptitude tests, as you probably know, are based on the principle that people are born with certain potential abilities or aptitudes which reach maturity about the senior year in high school and change very little after that time. While training and practice are undoubtedly important in developing your abilities, the amount of skill which you acquire in any activity is determined in a large measure by the amount of aptitude which you possess.

While no test pretends to tell you exactly what you should do, this test which you are going to take will measure your aptitudes in comparison with those required in a large number of occupations. You can't fail an aptitude test, nor can you pass one. We simply obtain some scores that compare your efforts on the test with those of people successfully employed in the various fields covered by the test. If you achieve the scores made by successfully employed workers in a given type of work and you are interested in it, you can feel confident that you have the aptitude to be successful in that field. If you miss the qualifying scores, it is likely that you would find that kind of work too difficult, and it would be wiser for you to get into some other field.

It should be recognized also that this test has only been related to about seven hundred jobs. There are thousands of jobs not covered by this test, some of which you can surely do.

We obviously couldn't bring seven hundred jobs into this room for you to try. The tests which you are about to take probably do not resemble any of these jobs. In fact, some parts are so simple you may wonder why they are included. But remember that each individual part measures a certain aptitude that is necessary for success in some kind of work.

Each part of the test will be carefully timed. You will probably find that time will be called before you finish. Don't let it worry you. Each part was purposely made so long that very few people ever finish. So, work fast and complete as many items as you can.

The entire exercise will take about 2½ hours. After this test battery has been scored, we want to have an interview with each one of you and discuss your interests and possible fields of work in the light of your performance on the problems.

So good luck, and do your very best!*

---

*Handout from California Department of Human Resources Development.

WORKSHEET FOR ACTIVITY 1

Self test after reading Information Sheet #1. If you are not able to get at least 8 out of 10 questions correct, please check your incorrect responses. If you have problems understanding, please ask for help, or reread Information Sheet #1.

True or False: Use a T for true and an F for false.

_____ 1. Every one has the same pattern of aptitudes.

_____ 2. Aptitudes are important influences in choosing a career area.

_____ 3. Aptitudes are an important element in occupational success.

_____ 4. Learning about aptitudes will help you in selecting long- and short-term occupational goals.

_____ 5. The term potential abilities means known or developed abilities.

_____ 6. The term interest relates to what you would want to do.

_____ 7. The term achievement relates to what you have done in the past.

_____ 8. The term ability refers to what you can do.

_____ 9. The term capacity relates to the minimum level of ability to do something.

_____ 10. Abilities that are undeveloped, unexplored or unknown are termed aptitudes.

ANSWER SHEET FOR ACTIVITY 1

1. F
2. T
3. T
4. T
5. T
6. T
7. T
8. T
9. F
10. T

WORKSHEET FOR ACTIVITY 2 AND 5:

Aptitude Scale

Think carefully, then mark on the column where you feel your three highest aptitudes are. Put a (1) in a circle on the column for your strongest aptitude, a (2) in a circle for your second strongest aptitude, and a (3) in a circle for your third strongest aptitude.

Highest								
Average								
Low								
	Verbal Aptitude	Numerical Aptitude	Spatial Aptitude	Form Perception	Clerical Perception	Motor Coordination	Finger Dexterity	Manual Dexterity

Now go to ACTIVITIES 3, 4, and 5

STOP! Do not fill in the bottom until after ACTIVITIES 3 and 4 are completed.

WORKSHEET FOR ACTIVITY 3:

After taking the aptitude test, list your strongest aptitudes according to their strength. Now compare with how well you guessed above.

Your strongest aptitudes are:

1. ______________________ 2. ________________ 3. ______________

Three occupations related to your aptitude patterns.

1. ______________________ 2. ________________ 3. ______________

WORKSHEET FOR ACTIVITY 3:

Choose five (5) occupations from the list below with which you are familiar. Identify (in writing or on tape recorder) at lease two aptitudes from the precious exercise for each occupation that you choose.

List of occupations:*

Auto parts man
Bank clerk
Body and fender man
Carpenter
Cook (short order)
Cosmetologist
Dentist
File clerk
Mechanical drawing teacher
News reporter
Professional athlete - golfer
Secretary
Service station attendant
Waitress

*If you need to learn more about some of these or other occupations, you may wish to use any available resources at school: (Dictionary of Occupational Titles, Occupational Guides, VIEW materials and/or any other useful resource), at home: (talk to parents or friends), or at work: (ask and/or observe jobs around you or near by).

1. First occupation selected ____________________
    A. Aptitude required ____________________
        Type of activity that would need this kind of aptitude ____________________
    B. Aptitude required ____________________
        Type of activity that would need this kind of aptitude ____________________

2. Second occupation selected ____________________
    A. Aptitude required ____________________
        Type of activity that would need this kind of aptitude ____________________
    B. Aptitude required ____________________
        Type of activity that would need this kind of aptitude ____________________

3. Third occupation selected ____________________
    A. Aptitude required ____________________
        Type of activity relating to aptitude required ____________________
    B. Aptitude required ____________________
        Type of activity relating to aptitude required ____________________

4. Fourth occupation selected ____________________
    A. Aptitude required ____________________
        Type of activity relating to aptitude required ____________________
    B. Aptitude required ____________________
        Type of activity relating to aptitude required ____________________

WORKSHEET FOR ACTIVITY 3 (Continued):

5. Fifth occupation selected______________________________________

    A. Aptitude required______________________________________

        Type of activity relating to aptitude required________

        ____

    B. Aptitude required______________________________________

        Type of activity relating to aptitude required________

        ____

Check your responses with the master sheet from your instructor. Then proceed to Instructional Activity #4.

ANSWER SHEET FOR EXPLORING YOUR APTITUDES

Activity Sheet #1

1.	F	6.	T
2.	T	7.	T
3.	T	8.	T
4.	T	9.	F
5.	F	10.	T

Activity Sheet #2

Student's answer will vary (no score).

Activity Sheet #3

Occupations	Aptitudes
Auto parts man	Numerical, Clerical
Bank clerk	Verbal, Numerical, Clerical
Body and fender man	Spatial, Form, Manual
Carpenter	Numerical, Spatial, Finger, Motor
Cook (short order)	Spatial, Form, Finger, Manual
Cosmetologist	Spatial, Form, Clerical, Manual
Dentist	Spatial, Form, Finger
File Clerk	Clerical, Numerical
Mech. Drawing Teacher	Verbal, Numerical, Spatial, Finger
News reporter	Verbal, Clerical
Professional athlete - golfer	Motor, Manual, Form
Secretary	Clerical, Motor
Service Station Attendant	Numerical, Finger, Manual
Waitress	Motor, Numerical

Activity Sheet #4

Student takes test (no activity sheet).

Activity Sheet #5

Student writes his aptitudes on page 16, Activity Sheet #2. Also, list three occupations relating to his aptitude pattern.

POST TEST

Exploring Your Aptitudes

I. Matching: Write the correct term from the list below that best matches the description of the various aptitudes.

Clerical perception
Finger dexterity
Form perception
Manual dexterity
Motor perception
Numerical aptitude
Spatial aptitude
Verbal aptitude

1. ______________: potential ability to look at a house blueprint and think in terms of the completed house.

2. ______________: potential ability to put small parts of an electronic assembly together with your fingers quickly and accurately.

3. ______________: potential ability of a football player to maneuver rapidly while carrying the football through the opponents' team.

4. ______________: potential ability of a news reporter to report the news clearly and accurately on the radio or television.

5. ______________: potential ability to disassemble an automobile motor with basic tools.

6. ______________: potential ability to file records accurately.

7. ______________: potential ability to accurately and quickly perform arithmetic operations.

II. Briefly define the following terms:

1. Aptitude: ____
2. Ability: ____
3. Achievement: ____
4. Interest: ____

III. List your three highest aptitudes established by tests:

1. ______________ 2. ______________ 3. ______________

List two occupations that relate to your aptitude pattern:

1. ____________________ 2. ____________________

POST TEST (Continued)

IV. Using one of the occupations where your aptitude pattern indicated potential success, briefly relate how two of your aptitudes would be needed for that occupation. Give an example of the type of activity that relates to the aptitude required.

Occupation: ____________________

1. Aptitude: ______________

   a. Type of job activity that you would be doing that relates to your aptitude ______________

   ____

2. Aptitude: ______________

   a. Type of job activity that you would be doing that relates to your aptitude ______________

   ____

V. 1. How do you feel about learning through learning activity packages compared with a "typical" classroom lesson?

____ like LAP better ____ so-so ____ like classroom lessons better

2. How much do you feel that you have learned from the lesson?

____ much ____ so-so ____ very little

3. Was the lesson understandable?

____ yes ____ so-so ____ no

4. Was the LAP interesting?

____ yes ____ so-so ____ no

5. Can you suggest any improvement to this learning activity package?

____

____

____

____

____

POST TEST

(Scoring Key)

I. Matching:

1. Spatial aptitude
2. Finger dexterity
3. Motor perception
4. Verbal aptitude
5. Manual dexterity
6. Clerical perception
7. Numerical aptitude

II.
1. Potential or undeveloped ability.
2. What one is able to do.
3. What one has done.
4. What one likes or would like to do.

III. Student gives results of his own aptitude test and related occupations.

IV. Student should be able to show how his aptitude pattern relates to a given occupation.

Minimum Passing Performance for the Post Test: To pass the Post Test at the minimum level, the student must be able to:

1. List two of his three highest aptitudes.
2. List two occupations that fit his aptitude patterns.
3. Demonstrate how two of his aptitudes relate to one of the occupations that fit his aptitdue pattern.
4. Answer correctly 75% of the other questions on the test.

I-DEAS

1. Observe a few close friends or relatives and try to identify their strongest aptitudes.
2. View a film, video tape or filmstrip about a particular occupation and identify the aptitudes needed.
3. Listen to audio tape titled "Interests, Aptitudes and Skills." (15 minutes playing time.)
4. Observe more advanced jobs at your work station and identify important aptitudes needed for job success.

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: GENERAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.2 Complete the interest inventory available through your counselor or work experience coordinator, discuss the results with appropriate school person, and list your main interests according to the inventory.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Indicate your preferences for working with data, people, things or combinations of these job ingredients.
2. Identify a minimum of three occupational clusters you have a high interest in, and three which you have a dislike for.

RATIONALE

This LAP is designed to help you discover occupational areas which you are interested in and the type of activities you have a preference for in your future occupational activities.

DIRECTIONS

In this LAP you will complete an analysis of various inventories. You will complete an inventory and have it scored, and you will evaluate the results of that inventory. You will list areas of strong and weak interest and discuss the evaluation with your work experience coordinator.

PRE-TEST

1. List 5 occupational areas in order based on your interests as you understand your interests and indicate whether these occupations are involved in, mainly, data, people, or things, or combinations of these ingredients.

Occupational Field	Data, People, Thing Involvement
1st Preference	
2nd	
3rd	
4th	
5th	

2. List 5 occupational areas you have a definite dislike for.

Occupational Field	Data, People, Thing Involvement
1st Preference	
2nd	
3rd	
4th	
5th	

3. Do you prefer to work with data, people, or things, or a combination of these ingredients?

____

____

All students will complete this LAP in order to compare their responses on the pre-test with what they will find out about themselves while working on these Activities.

Turn the Pre-test into your work experience coordinator when you have completed it.

PRE-TEST (Scoring Key)

The responses to the items on the Pre-Test are all individual in nature. Each should be reviewed with the student to "do a job" on this item.

LEARNING ACTIVITIES AND RESOURCES

1. Completing an interest inventory is a good avenue of determining, in a standardized way, your level of interests in given occupational areas compared with others of your age, sex, and/or grade level. Reading pages 111 thru 119 of Kimbrell and Vineyards book "Succeeding in the World of Work" (published by McKnight and McKnight, Bloomington, Ill. 1970) will give you some reasons for evaluating your interests as well as various approaches you might take in this evaluation.

2. Discuss with your work experience coordinator the various interest inventories available to you and complete the form provided for Activity #2. You are to indicate such mundane things as speed and location of scoring service as well as more important information as the number of occupational areas that are reported by the inventory. (Form located on page 5.)

3. Complete the inventory decided upon and have it scored.

4. When you receive the results of the interest inventory, complete the form provided for Activity #4. You will be able to determine occupational areas of high interest to you as well as those areas in which you have little interest or even a dislike for. You will indicate if these areas indicate a preference for working with data, people, things, or a combination of these items of involvement. (Form is located on page 6.)

5. Discuss the results of Activities 3 and 4 with your work experience coordinator, school counselor, or other appropriate staff member. Record your discussion on a recorder from the school. Indicate in your discussion three occupational clusters in the areas of your high interest and three occupational clusters in areas for which you indicated a dislike.

Resources:

Succeeding in the World of Work
Kimbrell, G., and Vineyard, B. S., Ed. D
McKnight and McKnight Publishing Company
Bloomington, Illinois 1970

Activity #2

NAME OF SURVEY*	Must be sent out for scoring Yes or NO	Length of time it takes to score	Number of Occupational areas covered by this survey?	Different form for male/female Yes or NO	Results are reported by: %tile, Stanine (indicate which)	Are results based on local, State or Nat'l norms?

Other items for consideration might include:

Can student take the survey at his/her leisure or does it have to be given in a standardized manner?

What costs are involved in the survey materials and in the scoring?

Length of time involved in responding to all items on the survey.

---

* the information requested here can usually be located in descriptive informational brochures put out by the publishers of the various inventories.

Activity 4

On this form list a minimum of 4 areas of high interest and 4 areas of low interest or dislike as indicated by the inventory you have taken. Indicate the degree of involvement of data, people, and things on the following scale:

0 = minimal or no involvement
1 = Average involvement
2 = High involvement with that ingredient.

Example

If I am interested in the area of Teaching-Counseling and Social Work I would indicate that these Activities have

1 involvement with data (average)
2 involvement with people (highly involved)
0 involvement with things (little or no involvement)

AREA OF INTEREST	DEGREE OF INVOLVEMENT		
	Data	People	Things

AREA OF LACK OF INTEREST	DEGREE OF INVOLVEMENT		
	Data	People	Things

POST TEST

1. Secure your pre-test from the work experience coordinator and indicate if you would change the list of your top five areas of interest. If you would indicate what changes you would make and why. (Indicate 5 areas in the space below.)

2. Would you change your list of five areas you said you disliked? If so, indicate what changes you would make and why. (Indicate 5 areas in the space below.)

3. Are there any areas that the inventory indicated you have an interest in that you feel otherwise about? If so, what are these areas and why do you feel you do not like them?

Minimum level of acceptable performance on this post test is realized when the work experience coordinator is aware that the student has gained the insight that Performance Objective 3.1.2 implies that he should have. (Students should now check with the coordinator about In-depth Educational Activities that might be worked on at this time.)

POST TEST (Scoring Key)

As in the pre-test all items here have been individualized for each student. It is, therefore, necessary to check each post test with the individual students inventory results to determine if proper responses have been made.

I-DEAS

1. Visit a minimum of three (3) places of employment relative to your areas of strong interest. Prior to the visits prepare a check sheet or questionaire so that you can determine specific things about the job(s) and the people working at these places.

   Minimum information should include:
   Specific job titles and duties for these job titles
   Salary and benefits-including retirement plan.
   Education required and/or special training necessary.
   Chances for advancement within the company.

   Add to this list other types of information you feel would be of value to a prospective employee.

2. If you cannot visit places of employment relative to our main interests, (the nearest might be 100 miles distant), gather the information from other sources and submit the report to your classmates in bulletin board format.

3. Relate the information gained from IDEA's 1 or 2 to the information gained about yourself on the interest survey by listing the specific job activities and indicating whether you would like or dislike doing that activity as part of a full-time job.

ACTIVITY	D	d	n	l	L

Key: D means you would dislike very much doing that specific activity.
d means you would dislike doing that activity
n means you would neither dislike or like that activity
l means you would like that activity
L means you would like that activity very much

Example

Part of the job of service station salesperson is to wipe up oil that gets on the driveways. If you would dislike this part of the job you would put a check in the block under the lower case "d" next to that activity.

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE

____

Type of Work Experience Education: GENERAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue shortrange and longrange goals.

Performance Objective: 3.1.3 Compare your aptitudes and interests with your performance in the classes you are now taking.

NOTE TO THE STUDENT

By the time you complete this LAP you will:

1. Be able to define aptitude and interest.
2. Be able to show where your interests are supported by your aptitudes and where they are not.
3. Have indicated reasons why you are doing well or not so well in your classes.

RATIONALE

This LAP is designed to help you find out that each area of endeavor requires certain aptitudes as well as interests AND to help you apply this knowledge to your activities in classes in school.

DIRECTIONS

In this LAP you will study what aptitudes and interests are and what your aptitudes and interests are. You will list specific aptitudes and interests for the classes you are taking and you will indicate reasons for your success, or lack of such, in each class.

PRE-TEST

INSTRUCTIONS: Fill in all the blanks

1. List each class you are now taking.

______________________ ______________________

______________________ ______________________

______________________ ______________________

2. Define the term "aptitude".

____

____

____

3. Indicate 3 aptitudes necessary for success in each class you are enrolled in.

Class ______________ Aptitudes ______________ ______________ ______________	Class ______________ Aptitudes ______________ ______________ ______________
Class ______________ Aptitudes ______________ ______________ ______________	Class ______________ Aptitudes ______________ ______________ ______________
Class ______________ Aptitudes ______________ ______________ ______________	Class ______________ Aptitudes ______________ ______________ ______________

4. Is interest in an area of endeavor all that is necessary for success in that activity? ________ Why? ______________________

____

____

____

If you completed this pre-test without any errors you do not have to complete this LAP. Turn this pre-test into your Teacher/Coordinator for evaluation. You will either be required to complete this LAP or you will be given the pre-test for the succeeding LAP.

PRE-TEST (Scoring Key)

1. Each response will be correct — if questions arise check student locator card.

2. Kimbrell and Vineyard in Succeeding in the World of Work state that having an interest in a career is not all that is necessary for success. An individual must have the necessary aptitude or ability to compliment his interest.

3. The classes listed should be those of item (1) above. The aptitudes will vary with each class but will generally include: Intelligence, Verbal, Numberical, and Clerical Perception; however, specialty classes may well include any or all of the aptitudes listed on page 653 of Volume II of the third edition of the Dictionary of Occupational Titles.

4. The answer is NO. The reason for this is not as open ended as many might make out. If a person lacks the vital aptitude for success in a given area, there is no way he can be a success. As Kimbrell and Vineyard indicated in their book: The Girl whose voice would not cooperate was not about to become an opera singer. This does not mean that a high level of interest in a given field would not make it possible for a person to overcome a low aptitude in that area once he is aware of the requirements for success in that activity.

LEARNING ACTIVITIES AND RESOURCES

Instructions: Each activity in this LAP builds upon the preceding activity. It is required that you complete all of the activities indicated.

Activity 1. In order to be able to compare your aptitudes and interests with your performance in your classes, it is necessary that you know what aptitudes and interests are. Reading pages 119 to 122 in the book Succeeding in the World of Work by Kimbrell and Vineyard (Published by McKnight and McKnight—Bloomington, Illinois, 1970.) will provide a beginning point for understanding what an aptitude is.

Activity 2. The Dictionary of Occupational Titles lists the following aptitudes with the accompanying description of each: (Page 653 of Volume II—Third Edition)

INTELLIGENCE: General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

VERBAL: Ability to understand meanings of words and ideas associated with them, and to use them effectively. To comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.

NUMERICAL: Ability to perform arithmetic operations quickly and accurately.

SPATIAL: Ability to comprehend forms in space and understand relationships of plan and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

FORM PERCEPTION: Ability to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

CLERICAL PERCEPTION: Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

MOTOR COORDINATION: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

FINGER DEXTERITY: Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

MANUAL DEXTERITY: Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

EYE-HAND-FOOT COORDINATION: Ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

COLOR DISCRIMINATION: Ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color; to identify a particular color, or to recognize harmonious or contrasting color combinations, or to match colors accurately.

On the form provided for activity number 2, indicate how you feel you stack up on each activity.

Activity 3. On the form provided for activity number 3, ask your counselor to indicate your aptitudes as can be determined from your school record and from test scores that are available to him/her.

Activity 4. Bring the two forms you have had completed from activities 2 and 3 to your Teacher/Coordinator of Work Experience Education for discussion purposes. Record this discussion on a cassette recorder paying particular attention to wide differences in the rating given by yourself and by your counselor.

Activity 5. It is now necessary to find out about your interests. Are you interested in mechanical activities, social service, or persuasive activities? Activity number 5 should help you become more aware of what you are interested in. Read the following description of interests and on the form provided for activity 5 indicate your relative interest in each. (Do not begin the work on the form until you have read the entire activity.)

OUTDOOR interest means that you prefer work that keeps you outside most of the time. You would be dealing, usually, with animals and growing things. Forest rangers, naturalists and farmers are among those high in outdoor interests.

MECHANCIAL interest means you like to work with machines and tools. This includes such jobs as automobile mechanic, machinists, watchmakers, and engineers.

COMPUTATIONAL interests means you like to work with numbers. Bookkeepers, accountants, or bank tellers are included in the list of jobs for people who have a high interest in this activity.

SCIENTIFIC interest means you like to discover new facts and solve problems. Doctors, chemists, engineers, aviators, and dietitians usually have high scientific interests.

PERSUASIVE interest means that you like to meet and deal with people and to promote projects or things to sell. Most politicians, radio announcers, writers, salesmen, and store clerks have high persuasive interests.

ARTISTIC interest means you like creative work; work you can do with your hands. It is usually work that involves design, color, and materials. Painters, architects, dress designers and interior decorators all do "artistic" work.

LITERARY interests indicates that you like to read and write. Jobs in this area include novelists, teachers, news reporters, editors, librarians and drama critics.

MISICAL interest shows you like going to concerts, playing instruments, singing or reading about music and musicians.

SOCIAL SERVICE interest indicates a preference for helping people. Teachers, personnel workers, nurses, counselors, and ministers spend their time helping other people.

CLERICAL interests means you like office work that requires precision and accuracy. Bookkeepers, accountants, file clerks, secretaries, statisticians and traffic managers are included in this area.

If you have already taken an interest survey, compare what you feel your interests are with what the survey indicates your interests are. (If you haven't responded to an interest survey—check with your Teacher/Coordinator of Work Experience Education to see if it would be possible to take one. The KUDER—The Strong Vocational Interest Blank or the Ohio Vocational Interest Survey would give you information that would help you in this activity.)

Now locate the form provided for activity number 5. Follow directions on the chart to aid in visual comparison of your interests.

Activity 6. Illustrate 5 or more of your interests with drawings, pictures from magazines or newspapers, or photographs that you may take. Present these on a bulletin board, chart, poster, or in a notebook. Write a description of what the picture indicates. Include the job title and specifically what the person is doing in the picture.

Activity 7. As you have read (Learning Activity #1) you know that to be successful and happy in a job it should agree with both your aptitudes AND interests.

Study your aptitudes and interests carefully. (Activities #2, 3, and 5)

Using the form provided for activity #7, indicate the aptitudes necessary for success in at least 3 areas of your interests (activity #5) and (from activity #2) indicate your level of proficiency in each of these aptitudes.

Activity 8. Using the form provided for activity #8, list the classes you are now taking. Indicate the grade you are receiving in each class and indicate the aptitudes you know to be necessary for success in that class. Then indicate the level of your capability in each aptitude. In the remark section state if you are doing better than you might reasonably expect, doing as well as you might expect, or doing poorly in the class based on your evaluation of aptitudes necessary for success in the class and on your perception of your aptitudes.

Resources:

Kimbrell, Grady, Vineyard, Ben S. *Succeeding in the World of Work*. McKnight and McKnight Publishing Company. Bloomington, Illinois. 1970.

U. S. Department of Labor. *Dictionary of Occupational Titles*. Volume II. 1965.

Activity #2

Student form

____
Name of Student

Indicate your level on these scales as you envision your aptitudes.

Aptitude	Below Average	Average	Above Average
INTELLIGENCE			
VERBAL			
NUMERICAL			
SPATIAL			
FORM PERCEPTION			
CLERICAL PERCEPTION			
MOTOR COORDINATION			
FINGER DEXTERITY			
MANUAL DEXTERITY			
EYE-HAND-FOOT COORDINATION			
COLOR DISCRIMINATION			

Activity #3

Counselor Form

____
Name of Student

The Student listed to the left is making an attempt to compare his aptitudes and interests with his performance in classes currently enrolled in. Please indicate, on the form below, where this student ranks in the aptitudes listed. Use all indicators at your disposal.

Thank you.

Aptitude	Below Average	Average	Above Average
INTELLIGENCE			
VERBAL			
NUMERICAL			
SPATIAL			
FORM PERCEPTION			
CLERICAL PERCEPTION			
MOTOR COORDINATION			
FINGER DEXTERITY			
MANUAL DEXTERITY			
EYE-HAND-FOOT COORDINATION			
COLOR DISCRIMINATION			

Activity #5

Instructions: Use X to indicate your feeling in filling this form out at this time.

Use K to indicate the level indicated by the Kuder interest inventory.

Use S to indicate the level indicated by the Strong Vocational Interest Blank.

Use O to indicate the level of interest indicated by the Ohio Vocational Interest Survey.

Note: You are not being asked to take the Kuder, Strong and Ohio surveys. One of these instruments is sufficient IF one is available to you.

Area of Interest	Dislike Very Much	Dislike	Neither Dislike or Like	**Like**	**Like Very Much**
OUTDOOR					
MECHANICAL					
COMPUTATIONAL					
SCIENTIFIC					
PERSUASIVE					
ARTISTIC					
LITERARY					
MUSICAL					
SOCIAL SERVICE					
CLERICAL					

Activity #7

Instructions: Indicate three (3) areas of high interest to you. See Activity #5. For each interest indicate up to 5 aptitudes that would be required for success in pursuit of that interest. From Activity #2, indicate how you see yourself in that aptitude: Below Average, Average, or Above Average

Interest #1 ____________	Below Average	Average	Above Average
Aptitude Required ____________			
2 ____________			
3 ____________			
4 ____________			
5 ____________			

Interest #2 ____________	Below Average	Average	Above Average
Aptitude Required ____________			
2 ____________			
3 ____________			
4 ____________			
5 ____________			

Interest #3 ____________	Below Average	Average	Above Average
Aptitude Required ____________			
2 ____________			
3 ____________			
4 ____________			
5 ____________			

Activity #8

* B/A means below average
A means average
A/A means above average

Class	Grade Received	Aptitudes Necessary For Success	Your Level of Capability In Each Aptitude *			Remarks
			B/A	A	A/A	
1.		1.				
		2.				
		3.				
		4.				
		5.				
2.		1.				
		2.				
		3.				
		4.				
		5.				
3.		1.				
		2.				
		3.				
		4.				
		5.				
4.		1.				
		2.				
		3.				
		4.				
		5.				
5.		1.				
		2.				
		3.				
		4.				
		5.				

POST TEST

Aptitudes:

INTELLIGENCE
VERBAL
NUMBERICAL
SPATIAL
FORM PERCEPTION
CLERICAL PERCEPTION
MOTOR COORDINATION
FINGER DEXTERITY
MANUAL DEXTERITY
EYE-HAND-FOOT COORDINATION
COLOR DISCRIMINATION

Interests:

OUTDOOR
MECHANICAL
COMPUTATIONAL
SCIENTIFIC
PERSUASIVE
ARTISTIC
LITERARY
MUSICAL
SOCIAL SERVICE
CLERICAL

1. List the courses you are going to be taking next semester (year). For each class list as many aptitudes and interests that are necessary for total success in that class. Once you have listed the aptitudes and interests necessary, draw a single line through each that you do not possess.

EXAMPLE:

Class — Mechanical Drawing
Aptitudes — ~~Intelligence, Verbal~~, Numerical, Spatial, Form Perception, Finger Dexterity, ~~Manual Dexterity~~, and Color Discrimination

Interests — Mechanical, Computational, ~~Artistic~~, and Clerical

Class — ____________________
Aptitudes — ____
____
Interests — ____
____

Class — ____________________
Aptitudes — ____
____
Interests — ____
____

Class — ____________________
Aptitudes — ____
____
Interests — ____
____

Class — ____________________
Aptitudes — ____
____
Interests — ____
____

Class — ____________________
Aptitudes — ____
____
Interests — ____
____

2. Based on what you have done in question #1, predict the degree of success you anticipate in your classes next semester (year).

Class	Superior	Above Average	Average	Below Average

3. Of the classes you are currently taking, cite the one that you are having the most difficult time in. Indicate the aptitudes or interest(s) that are needed for more success on your part in this class that you feel weak in.

Class ________________________

Aptitude that needs to be at a higher level ______________________
Interest that should be at a higher level ______________________

Due to the fact that each item on the post test deals with individual self evaluation and each individual varies in their ability to do this type of activity, the minimum level of acceptable performance will have to be set by the instructor (Teacher/Coordinator).

The post test will be submitted to the Teacher/Coordinator for his evaluation.

On page 16 of this LAP you will find an In Depth Educational Activity that is designed to help you plot a course for your future actions as well as help you become more aware of your aptitudes and interests in those areas of your specifically stated occupational objectives. This activity is optional and should be done only with the approval of your work experience coordinator.

POST TEST (Scoring Key)

All items on the post test will vary depending upon the specific responses of the students involved. The person doing the evaluating will have to be on top of the D.O.T. classifications as well as the interest areas of the various surveys available for use.

I-DEAS

1. The program goal that is the basis for this LAP indicates that, besides understanding your aptitudes and interests, you need to understand your career expectations and be able to pursue short and long-range goals relative to your career objectives. (It is implied that your career expectations and goals are realistic in light of your aptitudes and interests.)

   Draw a map with now as the starting point and your career objective as your long-range objective. Plot all the intermediate destinations you will be making on the way to your objective and indicate the distance (length of time) you anticipate it will take to get to each. Indicate the total time the whole trip will take. The map may be in a straight line format or it may be a stylized cartoon type of display. Along with the map, indicate the level of acceptable performance on each leg of your trip to be allowed to continue without making detours.

EXAMPLE

Career expectation: Registered Nursing

/ 9 mo. / 4 mo. / 5 mo./ 15 months / 9 months / 3 years /

NOW	Apply for nursing school	Apply to C.C. for Nursing Program	Grad. H.S. Enter C.C.	Reapply to Nursing School	Graduate C.C. Enter Nursing School	Achieve goal of R. N.

Total time to Career Objective is 6 years and 6 months from now providing all goes as planned.

H.S. = High School
C.C. = Community College

Level of acceptable performance:

To get into the nursing program at the Community College I must do the following while in high school:
1. Maintain a B average grade in all classes
2. Take chemistry and physiology and do better than average in them.
3. Apply for entry and take C.C. exam for acceptance into program, etc.

To get into the R.N. program at the medical college, I must do the following while attending the Community College:
1.
2.
3.
4. Apply for acceptance at the school of nursing and make all necessary arrangements for enrollment, upon acceptance, the semester after completion of the Community College program.

(Be as specific as it is possible to be and indicate each requirement that is necessary before you can go to the next destination.)

LAP Prepared By: Dr. Robert Williams

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: GENERAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.3 Compare your aptitudes and interests with your performance in the classes you are now taking.

NOTE TO THE STUDENT

Upon the completion of this LAP you will be able to:

1. Tell in writing or verbally how your aptitudes and interests help you in your classes.
2. Identify in writing or verbally at least two (2) classes you are not now taking that you think you would do well in because of your aptitudes and interests.

RATIONALE

How well one does in class, as on a job, is based in part upon his aptitudes and interests. In choosing classes, as in choosing a career, it is important to consider your aptitudes and interests. This LAP will give you an opportunity to learn how your classroom work is affected by your aptitudes and interests.

DIRECTIONS

In this LAP you will:

1. Make a chart of your grades and your achievement test scores.
2. Compare your grades and test scores with your aptitudes and interests.
3. Tell in writing or verbally how your grades and test scores relate to your aptitudes and interests.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: This LAP is required of all students. All of the students are to do Activities #1 - #5. I-DEAS #1 - #4 are optional.

ACTIVITY #1. Complete the achievement section of your Personal Profile of Aptitudes, Interests, and Achievements, (LAP 3.1.1). If you do not have the results from your last achievement tests, make an appointment with your counselor to get them or get them from the counseling secretary or registrar.

ACTIVITY #2. Interview each of your teachers about the aptitudes and interests that would help a person in his class. (Use interview form on page 5.)

ACTIVITY #3. Complete the Comparison Chart - Aptitudes, Interests, Achievements (page 6). Use the results from LAP 3.1.1 and LAP 3.1.2.

ACTIVITY #4. (Activity #5 is an alternate to this Activity.) Make an appointment to discuss your Comparison Chart with your Coordinator. Tell him how you think your aptitudes and interests are helping you in your classes. Also tell him what other classes, at least two (2), you think you would do well in because of your aptitudes and interests.

ACTIVITY #5. (This Activity is an alternate to Activity #4.) Write a report for your Coordinator telling him how your aptitudes and interests are helping you in your classes. Also tell him what other classes, at least two (2), you think you would do well in because of your aptitudes and interests.

I-DEAS

ACTIVITY #1. In your general work experience education class, discuss why it is that some students get low grades in classes where their aptitudes and interests are high.

ACTIVITY #2. Invite your counselor to your general work experience education class to discuss the differences between grades and achievement test results.

ACTIVITY #3. Discuss with your general work experience education station sponsor what else it takes besides interest and aptitude to be successful on the job. Tape record your discussion and play it back to your general work experience education class for their discussion.

ACTIVITY #4. In your general work experience education class, make a chart of the classes that are being taken with members of the class. On the chart, list the aptitudes and interests that are helpful in being successful in those classes.

PRE-TEST

No Pre-Test is required.

POST-TEST

No Post-Test is required.

TEACHER INTERVIEW FORM

TEACHER'S NAME: ______________________________

CLASS: ______________________________

DATE: ______________________________

1. What three (3) aptitudes are most important in order to be successful in your class?

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. What three (3) interests would be most helpful in order to be successful in your class?

   a. ______________________________

   b. ______________________________

   c. ______________________________

TEACHER INTERVIEW FORM

TEACHER'S NAME: ____________________

CLASS: ____________________

DATE: ____________________

1. What three (3) aptitudes are most important in order to be successful in your class?

   a. ____________________

   b. ____________________

   c. ____________________

2. What three (3) interests would be most helpful in order to be successful in your class?

   a. ____________________

   b. ____________________

   c. ____________________

TEACHER INTERVIEW FORM

TEACHER'S NAME: ______________________________

CLASS: ______________________________

DATE: ______________________________

1. What three (3) aptitudes are most important in order to be successful in your class?

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. What three (3) interests would be most helpful in order to be successful in your class?

   a. ______________________________

   b. ______________________________

   c. ______________________________

TEACHER INTERVIEW FORM

TEACHER'S NAME: ______________________________

CLASS: ______________________________

DATE: ______________________________

1. What three (3) aptitudes are most important in order to be successful in your class?

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. What three (3) interests would be most helpful in order to be successful in your class?

   a. ______________________________

   b. ______________________________

   c. ______________________________

TEACHER INTERVIEW FORM

TEACHER'S NAME: ______________________________

CLASS: ______________________________

DATE: ______________________________

1. What three (3) aptitudes are most important in order to be successful in your class?

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. What three (3) interests would be most helpful in order to be successful in your class?

   a. ______________________________

   b. ______________________________

   c. ______________________________

TEACHER INTERVIEW FORM

TEACHER'S NAME: ________________________________

CLASS: ________________________________

DATE: ________________________________

1. What three (3) aptitudes are most important in order to be successful in your class?

   a. ________________________________

   b. ________________________________

   c. ________________________________

2. What three (3) interests would be most helpful in order to be successful in your class?

   a. ________________________________

   b. ________________________________

   c. ________________________________

COMPARISON CHART

	Aptitudes	Interests	Achievements	
			Grades	Achievement Tests
High				
Average				
Low				

For all tests and surveys:

High = 7, 8, 9
Average = 4, 5, 6
Low = 1, 2, 3

High Grade = A and B

Average Grade = C

Low Grade = D and F

(Based upon test scores reported in stanines)

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.4 From a list of hobbies and leisure-time activities, select at least six (6) and rank them according to your greatest interest.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify the occupational areas of interest that relate to your hobbies.
2. Identify hobbies that you might be interested in based on the type of activity and location hobby is performed in.
3. You will pick six (6) hobbies that are of interest to you based on the results of the interest inventory you have taken in LAP 3.1.2.

RATIONALE

This LAP is designed to help you understand that hobbies are avocational in nature and that these hobbies that you are most interested in might be in the occupational areas of interest that you like most.

DIRECTIONS

In this LAP you will study a list of approximately 100 hobbies. From this list you will choose six (6) that interest you the most. You will determine the occupational area(s) of interest involved in each and state your level of interest in that area, thus determining your real interest in that hobby.

PRE-TEST

Instructions: The first question is short essay and the second is fill-in based on your knowledge at this point in time.

1. Do hobbies share any relationship to the interests you have in other areas? Yes ___ No ___

   Explain your response. ____________________

2. List at least 4 hobbies that you have either participated in or would like to participate in if you had the opportunity, and list occupational interest areas that are compatible with these hobbies.

   EXAMPLE

   HOBBY:

   Raising African Violets

   Interests:

   Outdoors (even though this is an indoor activity)
   Scientific
   Artistic

1. HOBBY: ____________________

   Interests:
   ____
   ____
   ____

2. HOBBY: ____________________

   Interests:
   ____
   ____
   ____

3. HOBBY: ____________________

   Interests:
   ____
   ____
   ____

4. HOBBY: ____________________

   Interests:
   ____
   ____
   ____

PRE-TEST -- CONTINUED

Minimum acceptable performance is 100%-All students will complete this LAP regardless of score on pre-test.

PRE-TEST (SCORING KEY)

1. This response is worth 20 points.

   YES -- The same interests you display in your everyday activities find outlets through the hobbies you are actively involved in. If you were not interested in the activity, for whatever reason, its social aspect, physical activity, or literary involvement, you would not be pursuing that particular hobby.

2. The response here will depend on the hobbies listed by the students and the corresponding areas of interest indicated for each.

   Scoring should be NOTHING FOR THE NAME OF THE HOBBY (if one or more hobby blanks are left blank, deduct 5 points for each)

   Give 6 points for each occupational area of interest listed up to three (3) for each hobby.

LEARNING ACTIVITIES AND RESOURCES

Instructions: Students will complete both activities listed.

1. A definition of the word "hobbies" taken from Corbin's book Recreation Leadership[1] is as follows "Hobbies are favorite Interests which one pursues during ones leisure moments for the satisfactions that occurs from taking part." We note that hobbies are INTERESTS. We would not pursue them if we were not INTERESTED in them. With this in mind:

   Select at least six (6) hobbies from the list below and rank them from 1 to 6 according to your greatest interest with number 1 being the most interesting and number 6 being the least interesting (of the six) to you. (Use the form provided for Activity #1 on page 8 for your rating.)

ARCHERY
BADMINTON
BAITCASTING
BASEBALL
BASKETBALL
BOCCI
BOWLING
BOXING

BINGO
CARDS
CHECKERS
CHESS
CRIBBAGE
DINNERS
DOMINOES
FOLK DANCING

BICYCLING
BOATING
BOBSLEDDING
CANOEING
FISHING
HIKING
HUNTING
ICE SKATING

ACTING
MUSIC
FLYING
BASKETRY
BIBLESTUDY
CAMERA
COIN COLLECTING
COOKING

DRAWING
EMBROIDERY
FIRST AID
GARDENING
GLASS COLLECTING
KITE MAKING
LEATHER CRAFT
LINOLEUM BLOCK PRINTING

CROQUET
FENCING
FOOTBALL
GOLF
GYMNASTICS
HANDBALL
BILLIARDS
SOCCER
VOLLEY BALL

DANCING
SWIMMING
TENNIS
TETHER BALL
TUMBLING
HOCKEY
PING-PONG
SOFTBALL
GEOLOGY

ASTRONOMY
SAILING
SKIING
SPEEDBOATING
PUPPETRY
RIDING HORSES
FIREARMS
TRAIL RIDING
BOTANY

CRAFTS
CROCHETING
DEBATE
DOGS
PAINTING
HORSESHOES
SKATING
WRESTLING

METAL CRAFT
MODEL MAKING
NEEDLECRAFT
PRINTING
SCULPTURE
POLO
SHUFFLEBOARD
WEIGHT LIFTING

List others that you may have that are not on this list.

________ ________ ________ ________ ________

________ ________ ________ ________ ________

List these hobbies on the form provided for Activity #1 and indicate, on that form if these hobbies correspond to the interests you displayed on the interest inventory you completed in an earlier LAP (3.1.2).

2. Take pictures, or select some from newspapers and magazines, to illustrate each of the 6 hobbies you listed in Activity #1. Place each picture on a single piece of construction paper of 8" x 10" size and write a description of the picture including: (1) What is being done, (2) Where is it being done, (indoor-outdoor) (3) Special equipment or materials needed, (4) Number of people required to perform the Activity, and (5) Estimated yearly cost to pursue this particular hobby after initial expense.

Resources:

1. Recreation Leadership
Corbin, H. D.
Prentice-Hall Inc.
Englewood Cliffs, New Jersey, 1970, pg. 196

Newgold's Guide to Modern Hobbies, Arts and Crafts
Newgold, Bill
David McKay Company Inc.,
New York, New York, 1962

ACTIVITY #1

HOBBY	Does this Correspond with interest as indicated on inventory Yes or No	State the interest(s) it relates to-as per the inventory you took previously
Ranked First		
Ranked Second		
Ranked Third		
Ranked Fourth		
Ranked Fifth		
Ranked Sixth		

POST TEST

Instructions: Complete the post test as indicated. For question #2 use a separate sheet of paper and respond in the format indicated.

1. List 6 hobbies that you have, or would like to, participate in. Indicate the general area(s) of interest for each hobby and indicate whether this is a high (2), average (1), or low (0) interest level as far as you are concerned.

HOBBY	Areas of interest relative to this hobby	Your level of interest 2, 1, or 0
1.	1. 2.	1. 2.
2.	1. 2.	1. 2.
3.	1. 2.	1. 2.
4.	1. 2.	1. 2.
5.	1. 2.	1. 2.
6.	1. 2.	1. 2.

2. For each of these 6 hobbies list the following:

   a. Initial cost of equipment, (Average)

   b. Average monthly costs after initial outfitting.

   c. Locations where activity is pursued.

   d. Estimated time involved-monthly.

   e. Estimated time for you to become efficient if efficiency is involved. (You set your own standard. An example might be to average 85 strokes of 10 rounds of golf.)

USE THE FOLLOWING FORMAT ON A SEPARATE SHEET OF PAPER.

The hobby is ____________________

a. ____

b. ____

c. ____

d. ____

e. ____

Minimum level of acceptable performance on this post test is 80.

If you receive a score of 100 or better see your coordinator about the possibility of working on one or more of the In-Depth Educational ACTIVITIES listed on page 11 of this LAP.

POST TEST (Scoring Key)

1. Award 2 points for each hobby listed.
   Award 1 point for each area and level of interest listed up to two each for each hobby.

   Possible 36 total points here.

   Each will have to be scored on its individual merit.

2. Aware 2 points for each hobby indicated and 2 points for each item requested for each hobby. Don't be too picky but the responses should be meaningful.

   Total maximum for each hobby is 12 points.
   Total maximum for this item is 72 points.

Total possible points for the test is 108.

I-DEAS

1. Prepare a demonstration or an exhibit (for your class or classroom) based on one of the 6 hobbies that interest you the most. Discuss the details with your work experience coordinator. Be certain to bring out the interests that are involved.

2. Pursue a hobby or leisure time activity that is new to you and indicate: (1) The equipment needed, (2) professional or semi-professional assistance needed, (3) costs of the activity, (4) locations where activity is performed and (5) a detailed explaination of what is done when one doos this sort of thing.

3. If there is a hobby show in your area volunteer to help with the organization and running of the show. Tape a description of the things you do relative to the show and play the tape for your class.

4. Visit a hobby shop and get permission from the proprietor to survey his customers. Ask the following questions:

   1. What is your regular occupation? and

   2. What hobby are you pursuing?

   Conduct this survey for 5 days - 2 hours each day.

   Summarize the results of the survey by numbers of people in specific occupational fields who are pursuing given hobbies.

   EXAMPLE:

   Businessmen

   Of the 56 surveyed:

   9 are model railroaders
   11 are golfers
   21 build model airplanes
   8 are bowlers
   6 are amature artists
   2 are fishermen

LAP Prepared By: Edwin Crandall

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: GENERAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.4 From a list of hobbies and leisure-time activities, select at least six (6) and rank them according to your greatest interest.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to:

1. Better understand the values of developing hobbies and leisure-time activities.
2. Identify the hobbies and leisure-time activities which at present interest you most.

RATIONALE

Your interests, achievements, aptitudes, education, hobbies, and leisure-time activities all greatly influence your career choice and success. Yes, it is true that your hobbies and leisure-time activities play an important part in your career choice and career success. This LAP will help you focus on the hobbies and leisure-time activities which interest you most.

DIRECTIONS

In this LAP you are to: (1) read about hobbies and leisure-time activities and the resulting values, (2) review a list of hobbies and leisure-time activities, (3) select the six (6) or more you like best from the list, and (4) rank your choices according to how much they interest you.

PRE-TEST

INSTRUCTIONS: If you feel that you know enough about hobbies and leisure-time activities, you may take the Pre-Test. Before you take the Pre-Test, hand the Lap in to your instructor. Complete the Pre-Test and hand it in to your instructor. He will score your Pre-Test and let you know if you successfully challenged the LAP or if you are to proceed with the activities as directed. If you miss no more than four (4) answers, you have answered 80% of the questions and successfully challenged the LAP, and you do not have to complete the LAP. This means that if you pass the Pre-Test, you may go to the next LAP.

Part I. List six (6) uses or values of hobbies and leisure-time activities.

(1) ____________________
____

(2) ____________________
____

(3) ____________________
____

(4) ____________________
____

(5) ____________________
____

(6) ____________________
____

Pre-Test Part II.

What nine (9) things can an employer find out about a prospective employee when considering his hobbies and leisure-time activities?

(1) ______________________________

____

(2) ______________________________

____

(3) ______________________________

____

(4) ______________________________

____

(5) ______________________________

____

(6) ______________________________

____

(7) ______________________________

____

(8) ______________________________

____

(9) ______________________________

____

Pre-Test Part III.

Rank the six (6) hobbies or leisure-time activities you like most.
Start with the hobby you like most.

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

(5) ______________________________

(6) ______________________________

PRE-TEST (Scoring Key)

Part I

(1) to relax

(2) to perfect an aptitude, ability, or skill

(3) to follow-up an interest

(4) to use your imagination and creativity

(5) to do something that needs to be done, such as gardening, home repair, and maintenance

(6) to cut the cost of something you want, such as sewing, carpentry, knitting, and a vacation by camping

Part II

(1) aptitudes

(2) skills

(3) interests

(4) imagination

(5) creativity

(6) use of materials and objects

(7) ability to follow through or complete on his own (self-initiative)

(8) ability to relax

(9) what he does to relax

Part III

The answer to this part depends upon the student's own choice.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1 and #2 are required. If you choose, you may follow through on one or more of the I-DEAS.

ACTIVITY #1. It is important for an individual to understand the relationship and the values of his hobbies and leisure-time activities to his career field.

Steps:
(a) Read the Information Sheet: Hobbies, Leisure-time Activities and Their Value, on page 7.

(b) Fill in Worksheet for Activity #1: Hobbies, on page 9.

ACTIVITY #2. You can make a better choice of hobbies and leisure-time activities which you like after you have reviewed a list of the various hobbies.

Steps:
(a) Read the list titled, "A List of Hobbies and Leisure-time Activities," on pages 10, 11, and 12.

(b) Decide which six (6) hobbies and leisure-time activities you like best.

(c) Rank your list of six (6) hobbies in order. Start with the hobby you like best.

(d) List the six (6) hobbies you like best (in the order in which you like them) on the inside cover of your Student's Career Expectations Guide and Roadmap Folder.

(e) Put Worksheet for Activity #1: "Hobbies," in your Student's Career Expectations Guide and Roadmap Folder, and turn the rest of the LAP in to your Work Experience Education Coordinator, or secretary.

(f) Get the Post-Test from your Work Experience Education Coordinator, or secretary, and complete it as instructed.

(g) Follow through on one or more of the I-DEAS, if you wish.

When you have done all of the above, you have completed the LAP. Your Work Experience Education Coordinator will grade your work on this LAP.

Information Sheet:
Hobbies, Leisure-Time Activities and Their Value

Today, with the increasing complexity of our lives and the decreasing number of hours spent on the job, hobbies and leisure-time activities are becoming more important than ever. We need time to get out of the "rat race" and to relax. A person can do many, many different things to relax. Often, one tries many various types of activities to relax and to fill his leisure time. Then he becomes interested in certain activities and repeats them. These activities become his hobbies.

A person can change hobbies as he experiences different things, as his environment changes, as his amount of free time changes, and as the amount of money increases or decreases. However, a person's choice of hobbies often follows a trend or pattern that is his own. They give many indications about what we can do and like to do. Imagine that you are an employer and want to find out if a prospective employee would be of value to your business or field of work. In short, is he worth hiring? One of the areas you would want to explore is, "What are his hobbies and leisure-time activities?" You would ask this routine question, which is in most job applications. The prospective employee's answer might show and/or indicate many clues or factors that are important in the working world. A person's hobbies and leisure-time activities can indicate many aspects about him, such as his aptitudes, skills, interests, imagination, creativity, use of materials and objects, ability to follow through or complete on his own (self-initiative), ability to relax and what he does when he relaxes. As you see, these can be important clues to an employer.

You are at a period of time in your life when you have the opportunity to make your own decisions and to shape your life pattern the way you want to do it. Early adulthood is a good time to give some thought to what hobbies and leisure-time activities you would like to do or to examine. The following are some uses and values which might be considered when you examine various hobbies and leisure-time activities. You can use hobbies:

1. to relax (this makes a better worker)
2. to perfect an aptitude, ability, or skill
3. to follow-up an interest
4. to use your imagination and creativity
5. to do something that needs to be done, such as gardening, home repairs, and maintenance
6. to cut the cost of something you want, such as sewing, camping, carpentry, knitting

A hobby can have one or all of the above uses. The important thing is the use and value that hobbies and leisure-time activities have for you. But, also remember that they tell others, such as employers, something about you.

Now fill in the Worksheet for Activity #1: Hobbies, on page 9.

WORKSHEET FOR ACTIVITY #1: Hobbies

A. List six (6) uses or values of hobbies and leisure-time activities.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ______________________________

____

B. What can an employer find out about a prospective employee when considering his hobbies and leisure-time activities?

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ______________________________

____

7. ______________________________

____

8. ____

____

9. ____

____

If you have completed the above, turn to page 6 and start Activity #2.

A List of Hobbies and Leisure-Time Activities

A. Creative Hobbies - usually use the mind and the body

animal husbandry (raising and training like in 4-H or science projects)
ceramics
cake decorating
cooking (barbequing, desserts, etc.)
dancing (modern or tap, etc.)
drawing, sketching and/or designing
do-it-yourself (construction and maintenance of patios, boats, cars, furniture, cement work, etc.)
fly-tying
ham-radio operator
handicrafts (wood, leather, plastic, metal, etc.)
home repair and maintenance
horticulture or gardening
interior decorating
magic
mechanics (assembly and maintenance of cars, motorcycles, etc.)
metal sculpture
model-building (cars, planes, ships, etc.)
music (instrumental and/or vocal)
needlework (knitting, hook rug, etc.)
painting
pets (care, raising, and training of cats, dogs, fish, reptiles, etc.)
photography (taking, developing, and/or printing pictures)
puppetry
scientific (research building and operating of weather stations, analogue computers, intercom system, solar-energy station, "hi-fi" systems, rockets, radio and/or electronic kits)
sewing
upholstery
weaving

B. Collecting Hobbies

antiques
autographs
bells
birds' eggs
bottle caps
bottles and flasks
buttons and/or buckles
clocks
coins
combs
cups and saucers
dolls
door knockers
fans
figurines
food recipes
guns
jewelry
keys
lamps
letters
miniatures
music boxes
old automobiles

- penny banks
- phonograph records
- picture cards (of athletes, singers, etc.)
- playing cards
- pop art
- rare books
- recycling materials
- rocks
- sea shells
- shaving mugs
- stamps
- stones and rocks
- watches

C. Outdoor Hobbies - for exercise and relaxation

- archery
- bike riding
- bird watching
- bottle digging
- camping
- canoeing
- fishing
- flying
- gardening
- gold panning
- golf
- hiking and nature or conservation study
- horseback riding
- hunting
- jogging
- mountain climbing
- off-the-road vehicles and trail bikes (snowmobiles, dune buggies, motorcycles, mini-bikes, etc.)
- sailing
- skiing and other winter sports
- skin diving
- sky diving
- swimming
- tennis
- walking
- water skiing

D. Sports

1. Team sports:

   - baseball
   - football
   - basketball
   - track

2. Spectator sports:

   - auto racing
   - baseball
   - basketball
   - boxing
   - golfing
   - motorcycle racing
   - wrestling

3. Other sports:

   - boxing
   - fencing
   - ice skating
   - judo
   - karate
   - ping-pong
   - pool
   - roller skating
   - wrestling

E. Other Hobbies

1. Social:

cards	parties
chess	pen pals
folk dancing	traveling
listening to records	

2. Community volunteer work (being of service to others):

candy stripers	Red Cross volunteer
community service aide	school volunteer
fund raising	

3. Political activity (concern for political change and interest in influencing community affairs)

4. Sedentary (mental rather than physical, exploring ideas or spectator to events):

chess	T-V viewing
puzzles	watching movies
reading	writing poetry
story-writing	

After you have reviewed the above list of hobbies, complete Steps 2, 3, 4, 5, 6, and 7 for Activity #2 as instructed on page 6.

I-DEAS

1. Observe people who have hobbies and some who do not have hobbies. In your observations, see if you can detect any differences in how these people appear to enjoy life, their jobs, and relationships with other persons.
2. Talk to some adult you know, perhaps a fellow employee, about his hobbies. See if you can find out how it may or may not relate to his job, to his relationships with others on the job, and in general.
3. Review some magazines or books that have information about hobbies that you like.
4. Attend a club or hobby organization related to your interests.

POST-TEST

INSTRUCTIONS: If you have finished Activities #1 and #2, and have handed in your LAP to your instructor, you are ready to take the Post-Test as directed by your instructor. You are not to refer to your notes or worksheet while taking the Post-Test. After you finish the Post-Test, you are to hand it in to your instructor. He will score it and let you know if you have successfully completed the LAP, or if you are to review your activities and repeat the Post-Test. If you miss no more than five (5) answers, you have answered 75% of the questions and have successfully completed the LAP.

Part I.

List six (6) uses or values of hobbies and leisure-time activities.

(1) ____________________

____

(2) ____________________

____

(3) ____________________

____

(4) ____________________

____

(5) ____________________

____

(6) ____________________

____

Post-Test Part II.

What nine (9) things can an employer find out about a prospective employee when considering his hobbies and leisure-time activities?

(1) ______________________________

____

(2) ______________________________

____

(3) ______________________________

____

(4) ______________________________

____

(5) ______________________________

____

(6) ______________________________

____

(7) ______________________________

____

(8) ______________________________

____

(9) ______________________________

____

Part III.

Rank the six (6) hobbies or leisure-time activities you like most. Start with the hobby you like most.

(1) ______________________________
(2) ______________________________
(3) ______________________________
(4) ______________________________
(5) ______________________________
(6) ______________________________

POST-TEST (Scoring Key)

Part I.

1. to relax
2. to perfect an aptitude, ability, or skill
3. to follow-up an interest
4. to use your imagination and creativity
5. to do something that needs to be done, such as gardening, home repairs, and maintenance
6. to cut the cost of something you want, such as sewing, carpentry, knitting, and a vacation by camping.

Part II.

1. aptitudes
2. skills
3. interests
4. imagination
5. creativity
6. use of materials and objects
7. ability to follow through or complete on his own (self-initiative)
8. ability to relax
9. what he does to relax

Part III.

The answers to this part depend on the student's own choice.

LAP Prepared By: Don Averill

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: GENERAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.5 From a list of twenty (20) values, rank them according to their importance to you. Identify one or more persons that you know who share your top six values.

NOTE TO THE STUDENT

By the time you have completed this LAP you will:

1. Know what a value is in terms of the performance objective.
2. Identify six values you feel are most important for job performance.
3. Identify one or more persons who share your own values.

RATIONALE

Every person engaged in a career can measure his success by the value system he takes with him to the job. This learning activity package will help you look at your value system and compare it with other persons who have similar value systems to yours.

DIRECTIONS

Complete the Pre-Test on page 3, and compare your answers against the instructor's key. If you have listed six (6) values which apply on his key, proceed with Activity #2. Turn in the results and you have satisfied the LAP. Any person who does not list six (6) values that are on the instructor's key is to complete Activity #1 and Activity #2, and any one of Activities #3, #4, and #5, prior to taking the Post-Test.

PRE-TEST

Each of us has a value system which determines to a great deal our conduct and our success in our career field. This test is to help you determine whether you have thought out a value system which you can take with you to your job. In the space provided below, you are to list the six (6) values which you feel are important for a person of your personality and background to maintain. When you have completed your list, check your six (6) items against the instructor's key before proceeding with the next step of the LAP.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

6. ____

____

If you have listed six (6) values on the instructor's key, you may proceed with Activity #2. Any student who listed five or fewer of the values on the instructor's key is to complete Activity #1 and Activity #2, and any one (1) of Activities #3, #4, and #5, prior to taking the Post-Test.

PRE-TEST (Scoring Key)

Each of us has a value system which determines to a great deal our conduct and our success in our career field. This test is to help you determine whether you have thought out a value system which you can take with you to your job. In the space provided below, you are to list the six values which you feel are important for a person of your personality and background to maintain. When you have completed your list, check your six (6) items against the instructor's key before proceeding with the next step of the LAP.

1. (1) Honesty, (2) Integrity, (3) Punctuality, (4) Cooperation, (5) Industry, (6) Confidentiality, (7) Initiative,
2. (8) Cleanliness, (9) Health maintenance, (10) Educational maintenance, (11) Humor, (12) Diligence, (13) Persistance,
3. (14) Temper control, (15) Common sense, (16) Leadership skills, (17) Self assurance, (18) Works with others,
4. (19) Belief in a Supreme Being, (20) The Golden Rule, (21) Willing to share, (22) Community involvement,
5. (23) Youth work, (24) Union or Professional involvement, (25) Follows orders, (26) Pride in workmanship,
6. (27) Accuracy, (28) Economy.

If you have listed six (6) values on the instructor's key, you may proceed with Activity #2. Any student who listed five (5) or fewer of the values on the instructor's key is to complete Activity #1 and Activity #2, and any one (1) of Activities #3, #4, and #5, prior to taking the Post-Test.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. Use the "Values Ranking Sheet" on page 7. There are thirty (30) values on the sheet which relate to man's ethical and moral system in the United States. You are to select twenty (20) of the values as you feel they are important to you. Place your list on the form provided with the "Value Ranking Sheet" on page 9.

ACTIVITY #2. List the top six (6) values as you perceive them on a three-by-five (3 x 5) file card, using your list from the "Values Ranking Sheet" in Activity #1. While you are on your General Work Experience Education assignment, compare your values list against the values you see fellow employees exhibit. Using the form provided on page 7, list one or more employees who demonstrate the values you have listed on your card, and explain how they demonstrated similar values.

ACTIVITY #3. Prepare a pictoral notebook which illustrates the six (6) values you feel are the most important to you as listed during the exercise in Activity #1. Using the form on page 11, list persons you know who demonstrate each of the values, and explain why.

ACTIVITY #4. Check with your employer and secure his permission to take photographs on the job. Using the list compiled on your file card for Activity #2, take pictures of employees who are demonstrating these values in action. Describe orally, or in writing on the form provided on page 13, the scenes in your related instruction class telling how you feel these persons have demonstrated that value.

ACTIVITY #5. Pick an individual at your place of employment whom you feel demonstrates the six (6) values you feel are important to you. On the form provided on page 15, interview this person. Without revealing your own list, ask this person to describe his values to you. Compare your value list against this interviewee's list, and indicate how well you did in choosing a person with a similar values system on the space provided for this purpose on the worksheet.

Now that you have completed Activities #1 and #2, and at least one (1) of Activities #3, #4, or #5, you should be ready to complete the Post-Test. Please be sure to turn in all materials from the previous activities to the Work Experience Education Coordinator, prior to taking the test.

VALUES RANKING SHEET

1. An employee should put in a full day's work for a full day's pay.
2. Punctuality is a measure of an employee's stability.
3. Initiative will get you fast advancement on the job.
4. Cleanliness is a virtue we all should possess.
5. Treat company equipment as if it were your own.
6. Honesty is the best policy.
7. Carry your fair share of the work load.
8. Provide help to others when it is requested.
9. Do not share confidential information.
10. Produce a product you can be proud of.
11. Do not lose your temper on the job.
12. Always be tactful in your dealings with people.
13. Keep out of other employees' personal affairs.
14. Maintain a spirit of cooperation at all times.
15. Procrastination can be the thief of time.
16. Stepping on others to advance on the job is not honorable.
17. Using sick leave properly is being honest.
18. A "Holier Than Thou" attitude is seldom tolerated.
19. Pilferage or theft hurts you and the company.
20. Commitment to a task will aid your progress.
21. Accuracy in your work will aid you and the company.
22. Making excuses will not be an answer for error.
23. Lack of efficiency costs time to you, as well as the company.
24. Providing leadership in your career field is a duty.
25. Keeping informed about changes in your career field aids you.
26. Active community participation enriches your job growth.

27. Courtesy breeds courtesy.

28. Personal business and friends are reserved for personal time.

29. Personal appearance is a measure of your attitude.

30. Gasoline and liquor do not mix.

Thirty (30) statements have been listed which represent the threads (thoughts) of values held by most employees as they relate their jobs to themselves. On the next page, you are to list the theme (central thought) of the twenty (20) statements you would feel are most important for you to carry to the job as part of your own personal value system.

ACTIVITY #1 WORKSHEET: VALUES RANKING SHEET

Using the thirty (30) statements from the VALUES RANKING SHEET on page 7 of this LAP, you are to select the twenty (20) statements which you feel most reflect your own value system. Using only the theme or central thought of each statement, list the twenty (20) values in order of your own personal preference.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

12. ____________________

13. ____________________

14. ____________________

15. ____________________

16. ____________________

17. ____________________

18. ____________________

19. ____________________

20. ____________________

ACTIVITY #2 WORKSHEET:

1. Employee: ____________________

Value Item #1. ____________________

Tell how it was demonstrated. ____________________

____

____

Value Item #2. ____________________

Tell how it was demonstrated. ____________________

____

____

Value Item #3. ____________________

Tell how it was demonstrated. ____________________

____

____

Value Item #4. ____________________

Tell how it was demonstrated. ____________________

____

____

Value Item #5. ____________________

Tell how it was demonstrated. ____________________

____

____

Value Item #6. ____________________

Tell how it was demonstrated. ____________________

____

____

ACTIVITY #3 WORKSHEET:

Place Photo 1 here	Name of Person: ____________________ Describe value being demonstrated:
Place Photo 2 here	Name of Person: ____________________ Describe value being demonstrated:
Place Photo 3 here	Name of Person:____________________ Describe value being demonstrated:

Place photo 4 here	Name of Person: ____________________ Describe value being demonstrated: ________________________________ ________________________________ ________________________________ ________________________________ ________________________________ ________________________________
Place photo 5 here	Name of Person: ____________________ Describe value being demonstrated: ________________________________ ________________________________ ________________________________ ________________________________ ________________________________ ________________________________
Place photo 6 here	Name of Person: ____________________ Describe value being demonstrated: ________________________________ ________________________________ ________________________________ ________________________________ ________________________________ ________________________________

ACTIVITY #4 WORKSHEET:

List the value you are illustrating with your photo in the box to the left. Explain how the person is demonstrating the value in the box to the right.

Value #1 ____________ ____________ PHOTO	Explanation: ____________ ____________ ____________ ____________ ____________ ____________
Value #2 ____________ ____________ PHOTO	Explanation: ____________ ____________ ____________ ____________ ____________ ____________
Value #3 ____________ ____________ PHOTO	Explanation: ____________ ____________ ____________ ____________ ____________ ____________

Value #4 ____________ ____________ PHOTO	Explanation: ____________ ____________ ____________ ____________ ____________ ____________
Value #5 ____________ ____________ PHOTO	Explanation: ____________ ____________ ____________ ____________ ____________ ____________
Value #6 ____________ ____________ PHOTO	Explanation: ____________ ____________ ____________ ____________ ____________ ____________

ACTIVITY #5 WORKSHEET:

Person Interviewed: ______________________________

Interviewee's Statements:	Interviewer's Value Statements
1. ______________________________ ______________________________	1. ______________________________ ______________________________
2. ______________________________ ______________________________	2. ______________________________ ______________________________
3. ______________________________ ______________________________	3. ______________________________ ______________________________
4. ______________________________ ______________________________	4. ______________________________ ______________________________
5. ______________________________ ______________________________	5. ______________________________ ______________________________
6. ______________________________ ______________________________	6. ______________________________ ______________________________

Describe what you feel to be major differences in your two (2) value systems. Indicate whether the differences have influenced you to change the priority of your list of values.

POST TEST

The information on the Worksheet for Activities #1 and #2 will take the place of the Post Test for this Learning Activity Package. Turn in the forms on pages 7, 8, and 9 of the LAP.

Your instructor will review the information listed, and approve the final information. You should have:

1. Ranked twenty (20) values in order of their preference to you. These will be rated against the values listed on the "Values Ranking Sheet."

2. You shall have identified one (1) or more persons who you feel hold your six highest ranked values.

When you have completed the LAP, you might be interested in completing the IDEAS on page 17. If, in the instructor's judgment, you have not reached the objective, you might want to complete one of the suggested topics on this page before repeating Activities #1 and #2.

IDEAS

(In-Depth Educational Activities)

1. Use vidio-tape equipment checked out from your local school, and interview three (3) students about their value system as they would apply it in the world of work. Compare these interview remarks at a later time against a list of your values as you perceive them. You could use the list developed in Activity #2 of the LAP. See if you can identify any of your values in the interviewee's.

2. Get a group of three (3) fellow students and "Brainstorm" (develop and list on paper without considering rank, validity, or worth) value concepts employees should have on the job. Your group should develop a minimum of twenty (20) by group preference, placing the most preferred value as number 1 and listing to 20. The group should identify and list one well-known personality who you feel possesses each of the first six (6) values.

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.6 On the basis of the test provided by your counselor or your Work Experience Education Coordinator, determine whether you prefer to work with people, data, things, or combinations of these.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Chart preferences for working with people, ideas, things, or combinations of these.
2. Identify some occupations that fit these preferences.
3. Based on information you have gathered about yourself up to this point, determine which of 21 different jobs you have, at this point in time, a preference for.

RATIONALE

This LAP is designed to help you determine if you prefer to work with people, ideas, things, or a combination of these. Job relationships such as these are as important for you to understand as the specific aptitudes necessary for mastery of the skill aspects of a given job.

DIRECTIONS

In this LAP you will determine if you prefer to work with people, ideas, things, or a combination of these aspects of a job; and you will indicate a total of 21 specific jobs and tell which of these aspects or combinations of these aspects are of prime consideration in each. You will indicate relative to these 21 jobs how the other information you have gathered about yourself is also important to consider.

PRE-TEST

1. List three sources available to you in determining whether your interests involve job aspects of data, people, things, or a combination of these.

   a. ____

   b. ____

   c. ____

   (Scoring -- 5 points for each correct response up to 15 points maximum.)

2. Do you prefer to work with people_____, data_____, things______, or a combination of these?______ (Check the appropriate aspect.) If you checked combination, indicate the combination(s).

   ____

   (Scoring -- no value; deduct 1 point if combination is checked and specific combinations are not indicated.)

3. Indicate the basis for your answer to #2 by checking and completing the appropriate item.

   ______ a. Your own feelings

   ______ b. Personal experience.

   What experience? ______________________________

   ____

   ____

   ______ c. Completed Interest Survey.

   Name of Survey is: ____________________________

   ____

   (Scoring - no value; could lose if not specific.)

4. Name three (3) job titles involving work with people.

   a. ____

   b. ____

   c. ____

Name three (3) job titles involving work with data.

a. ____________________

b. ____________________

c. ____________________

Name three (3) titles involving work with things.

a. ____________________

b. ____________________

c. ____________________

Name three (3) job titles involving work with a combination of these.

a. ____________________

b. ____________________

c. ____________________

(Scoring - 1 point for each up to a total of 12 points.)

Minimum level of performance for skipping the LAP is a score of 27; return the Pre-Test to the Work Experience Education Coordinator for scoring before continuing.

PRE-TEST (Scoring Key)

1. a. Kuder Preference Record
   b. Strong Vocational Interest Blank
   c. Ohio Vocational Interest Survey
      (Any other interest survey that indicates people, data, or thing involvement)

   5 points for each correct response up to 15 points.

2. No point value -- Deduct 1 point if combination is checked and that combination is not indicated.

3. If a is checked, give no point credit.
   If b is checked, give no point credit (deduct 1 point if type of experience is not noted.)
   If c is checked, give no point credit (deduct one point if name of survey is not indicated.)

4. 12 points total -- 1 for each correct job listed up to three (3) for each area.

Total possible score is 27.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Do Activity #1 or Activity #2; do both Activity #3 and Activity #4.

ACTIVITY #1. If the interest inventory you took in 3.1.2 has a scale for determining or ranking your interests in terms of working: (a) with people, (b) with ideas, (c) with things, or (d) with a combination, use these ratings for your stronger preferences to complete the chart provided for this activity.

ACTIVITY #2. If the interest inventory did not cover a rating in a, b, c, or d, or if you were allowed to skip the LAP for Performance Objective 3.1.2, secure an inventory from your counselor or Work Experience Education Coordinator and complete it; have it scored and then use the form provided to chart the picture of your preferences.

FORM FOR ACTIVITY #1 (or #2)

Use an (x) to indicate the degree of preference for working with these various aspects of the work world as indicated by the interest inventory you responded to.

	HIGH	AVERAGE	LOW
People			
Data			
Things			
People - Data			
People - Things			
Data - Things			
People - Data - Things			

ACTIVITY #3. Identify three (3) occupations that you might consider if you prefer working with data, three (3) occupations that are primarily concerned with people, three (3) that are concerned with things, and three (3) occupations for the various combinations of the people, data, thing aspects of the work world. Use the form provided for this activity. Sources of information would include: the Dictionary of Occupational Titles, U. S. Department of Labor, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, The Occupational Outlook Handbook, U. S. Department of Labor, the Bureau of Labor Statistics and the Ohio Vocational Interest Inventory student printout available through Harcourt, Brace, and Javanovich, San Francisco, California.

FORM FOR ACTIVITY #3

Identify three (3) occupations that indicate a preference need for each aspect of involvement: data, people, things, or the various combinations as indicated.

OCCUPATIONAL TITLE

DATA

1. ______________________________
2. ______________________________
3. ______________________________

PEOPLE

1. ______________________________
2. ______________________________
3. ______________________________

THINGS

1. ______________________________
2. ______________________________
3. ______________________________

DATA-PEOPLE

1. ______________________________

2. ______________________________

3. ______________________________

DATA-THINGS

1. ______________________________

2. ______________________________

3. ______________________________

PEOPLE-THINGS

1. ______________________________

2. ______________________________

3. ______________________________

DATA-PEOPLE-THINGS

1. ______________________________

2. ______________________________

3. ______________________________

ACTIVITY #4. In Activity #1 or #2, and in Activity #3, you learned about your interests and you identified three (3) careers in each of the fields of interests (data, people, things, or combinations of these).

Indicate, in a brief statement, which of these careers -- on the information you have gathered about people, data, and things; and including preference to values, hobbies, aptitudes, and interests -- appears to be best for you at this time. Use the form provided on the next pages of this LAP for your statement.

FORM FOR ACTIVITY #4

DIRECTIONS: In the column titled "Occupational Title," list the job titles you used to complete Activity #3.

In Column #1 - For Date, People, Things, or a combination, indicate whether you have the interest involved to:
A Right On
B Somewhat
C Not at all

In Column #2 - Indicate if the hobbies you enjoy or are interested in relate to the job indicated:
A Right on
B Somewhat
C Not at all

In Column #3 - Indicate how your values relate to the jobs indicated:
A a high relationship
B an average relationship
C low relationship

In Column #4 - Indicate how your aptitudes fit the requirements of the job.
A You are fully capable.
B You are shy in some aptitude areas.
C You have none of the necessary aptitudes.

In Column #5 - How do these jobs relate to your interests in - Artistic, Outdoors, clerical, scientific, etc.
A Highly related
B Somewhat related
C Not related

EXAMPLE:

	#1	#2	#3	#4	#5
Short-Order Cook	A	C	B	A	C

Form for Activity #4:

Occupational Title		Column #1	Column #2	Column #3	Column #4	Column #5
Data	1.					
	2.					
	3.					
People	1.					
	2.					
	3.					
Things	1.					
	2.					
	3.					
Data & People	1.					
	2.					
	3.					
Data & Things	1.					
	2.					
	3.					
People & Things	1.					
	2.					
	3.					
Data, People, Things	1.					
	2.					
	3.					

Based on the information covered in the chart above, which of the 21 specific jobs you listed would appear to be best for you at this time?

Job Title: ______________________________

Explain why, in the space provided below.

POST-TEST

1. Indicate on the form below, the level of your interests relative to people, data, things, or combinations of these.

INTEREST LEVEL

	HIGH	AVERAGE	LOW
PEOPLE			
DATA			
THINGS			
PEOPLE-DATA			
PEOPLE-THINGS			
DATA-THINGS			
PEOPLE-DATA-THINGS			

(Scoring - must be totally correct with Activity #1 or #2, and interest inventory results.)

2. Indicate the areas of involvement for the job titles listed. Check the appropriate answers.

	PEOPLE	DATA	THING	COMBINATION
a. Service station attendant				
b. Dishwasher				
c. Waitress				
d. Pilot				
e. Chemist				
f. Teacher				
g. Cook				
h. Electronic assembler				
i. Electronic technician				
j. Data Processing clerk				
k. Computer analyst				
l. Retail sales clerk				
m. Gardner groundsman				
n. Radio broadcaster				
o. Technical typist				

(Scoring - must get 12 out of 15.)

POST-TEST (Scoring Key)

1. Response must correspond to chart for Activity #1 or Activity #2, and interest inventory results.

2. a. people
   b. things
   c. people
   d. combination
   e. data
   f. people
   g. things
   h. things
   i. data
   j. things
   k. data
   l. people
   m. things
   n. data
   o. things

Minimum level of acceptable performance is as indicated for each item.

I-DEAS

1. After determining areas of preference of working with people, data, things, or combinations, list 15 occupations that are in keeping with your preference. (Use the form provided for I-DEA #1 on page 13 of this LAP.) In the second column, indicate the specific interest that is related to this occupation; and in the third column, indicate by marking (x) if this interest is the basic interest needed for that occupation. (Remember - the areas of interest include: Outdoor, Clerical, Social Work, and the like.)

2. Visit and observe two (2) places of employment that meet both your preferences and your interests. (Refer to chart for I-DEA #1 on page 13.)

   Make a form that would indicate at least the following:

   Job title?
   Data-people or thing involvement?
   Possibilities for advancement?
   Training required?
   Education required?
   and any other data that you may feel you need to know to help you in your self-evaluation.

3. Illustrate, diagram, or photograph a minimum of six (6) job duties of three (3) occupations that involve (mainly) working with people, six (6) job duties of three (3) occupations dealing primarily with data. Do the same for occupations that deal with things and the various combinations of these aspects of work.

FORM FOR I-DEA #1

OCCUPATION	INTEREST	IS INTEREST AS INDICATED IN COLUMN 2 BASIC TO YOU AS AN INDIVIDUAL?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

LAP Prepared By: Donald Averill

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: GENERAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.6 On the basis of the test provided by your counselor or your Work Experience Education Coordinator, determine whether you prefer to work with people, data, things, or combinations of these.

NOTE TO THE STUDENT

At the completion of this LAP you will be able to:

1. Know if you prefer to work with people, data, or things; or with combinations of these.
2. You will have reviewed the results of a basic aptitude test you have taken with a counselor.

RATIONALE

Each career has specific relationships to people, data, and things. Your happiness in a job will depend on how you align your own relationship to people, data, and things to those of the career you enter. This LAP will help you assess these relationships as they are shown by test information.

DIRECTIONS

You are to arrange through your school counselor or your Work Experience Education Coordinator to take the General Aptitude Test Battery (GATB). This test is usually taken at the Department of Human Resources Development (HRD). The scores are to be reviewed by a qualified counselor. List the results on the Worksheet for Activity #1 on page 4. This will serve as the Pre-Test. Each student will also complete two (2) of Activities #2, #3, or #4. The results are to be turned in to the Work Experience Education Coordinator prior to completing the Post-Test.

PRE-TEST (and Scoring Key)

Each student is to have completed the GENERAL APTITUDE TEST BATTERY (GATB). Arrangements can be made to take the test through a school counselor.

If the student has completed the GATB prior to starting this LAP, he may then proceed to the form for Activity #1 on page 4. A signature by the counselor on this form will verify compliance with the Pre-Test.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. If you have never taken the General Aptitude Test Battery (GATB), arrange with your school counselor, Work Experience Education Coordinator, or a counselor from the Department of Human Resources Development (HRD) to take the test. After completion of the test, meet with a counselor to review the results. This test will show your relationship to people, data, and things as it compares to specific career goals. Using the form provided on page 4, work with your counselor to determine how you relate to people, data, and things.

ACTIVITY #2. Use the Dictionary of Occupational Titles (DOT) printed by the U. S. Department of Labor. (This resource should be in your local school library or career information center.) Choose three (3) careers which are performed where you work. Using Appendix B in Volumn II, compare the relationships to people, data, and things of these jobs with your own relationship to people, data, and things as indicated in your GATB from Activity #1. Show these comparisons on the form provided on page 5, or discuss them with your Work Experience Education Coordinator.

ACTIVITY #3. Analyze your job and determine how you deal with people, data, and things in performing the job. List on the form provided, the scale or degrees of satisfaction you get from each. This form is on page 7. You should list a minimum of five (5) items.

ACTIVITY #4. Meet with a couple of fellow employees and discuss the relationship of your jobs to data, people, and things. Show these relationships on the form on pages 8 and 9. Compare this information with the relationships shown for that job in Volume II of the DOT. Indicate the accuracy of the group analysis. Show the comparison in light of what you know about your own personal relationships as revealed by your GATB.

WORKSHEET FOR ACTIVITY #1

Working with your counselor or a professional from the Department of Human Resources Development to interpret your scores on the General Aptitude Test Battery (GATB), list the relationships and the degree to which your relationships exist to people, data, and things.

PEOPLE: Level: ______________

Relationship: ______________________________

____

____

DATA: Level: ______________

Relationship: ______________________________

____

THINGS: Level: ______________

Relationship: ______________________________

____

____

COMBINATIONS: PEOPLE ______ DATA ______ THINGS ______

Relationship: ______________________________

____

____

WORKSHEET FOR ACTIVITY #2

You are to list three (3) careers performed at your place of work. After each career, you are to list the relationship to PEOPLE, DATA, & THINGS for that career as listed in the *Dictionary of Occupational Titles* (*D.O.T.*). In the box at the right, you are to list your relationships to PEOPLE, DATA, AND THINGS as revealed by your *GATB*.

Career: ____________________	D.O.T. # ____________________
D.O.T. INFORMATION	YOUR INFORMATION
PEOPLE	PEOPLE
DATA	DATA
THINGS	THINGS

Career: ____________________	D.O.T. # ____________________
D.O.T. INFORMATION	YOUR INFORMATION
PEOPLE	PEOPLE
DATA	DATA
THINGS	THINGS

Worksheet for Activity #2 (continued)

Career: ____________________	D.O.T. #____________________
D.O.T. INFORMATION	YOUR INFORMATION
PEOPLE	PEOPLE
DATA	DATA
THINGS	THINGS

WORKSHEET FOR ACTIVITY #3

Your Current Job: ______________________________ D.O.T. #____________

List in the left column, the relationship to People, Data, and Things of the job you now hold as verified in the D.O.T. In the right column, show the degree of satisfaction or agreement you have with this relationship. The scale is: (5) strongly favor, (4) favor, (3) average, (2) slightly dislike, (1) dislike.

D.O.T. INFORMATION	YOUR RATING
PEOPLE:	
______________________________	5 4 3 2 1
______________________________	5 4 3 2 1
______________________________	5 4 3 2 1
DATA:	
______________________________	5 4 3 2 1
______________________________	5 4 3 2 1
______________________________	5 4 3 2 1
THINGS:	
______________________________	5 4 3 2 1
______________________________	5 4 3 2 1
______________________________	5 4 3 2 1

WORKSHEET FOR ACTIVITY #4

Fellow Employee: ____________________	Job ____________________
D.O.T. # ____________________	
D.O.T. INFORMATION	INTERVIEWEE'S LIST
PEOPLE:	PEOPLE:
DATA:	DATA:
THINGS:	THINGS:

Fellow Employee: ____________________	Job ____________________
D.O.T. # ____________________	
D.O.T. INFORMATION	INTERVIEWEE'S LIST
PEOPLE:	PEOPLE:
DATA:	DATA:
THINGS:	THINGS:

Worksheet for Activity #4 (continued)

Your Job: ______________________________	D.O.T. #____________________
D.O.T. INFORMATION	What your experience shows
PEOPLE:	PEOPLE:
DATA:	DATA:
THINGS:	THINGS:

What conclusions have you drawn from the interviews with fellow employees?

____

____

____

____

____

What conclusions have you drawn from your own personal relationships with the job after completing the learning activities in this LAP?

____

____

____

____

____

POST-TEST

1. Indicate what you remember about your interview with the counselor regarding your personal relationships to People, Data, and Things as shown by your GATB.

   PEOPLE:

   DATA:

   THINGS:

2. After this experience, do you feel you prefer to work with People, Data, Things, or Combinations of these; and why?

   I like to work with:

   Rationale:

3. Reviewing your current employment, do you feel the relationships to People, Data, or Things is conducive to your continuing in this career field as a career goal? Why? or Why Not?

POST-TEST (Scoring Key)

1. Indicate what you remember about your interview with the counselor regarding your personal relationships to People, Data, and Things as shown by your GATB.

   Information should be consistent with the information gathered in Activity #1.

2. After this experience, do you feel you prefer to work with People, Data, Things, or Combinations of these, and why?

   The rationale should be consistent with the relationship preferred.

3. Reviewing your current employment, do you feel the relationships to People, Data, or Things is conducive to your continuing in this career field as a career goal? Why, or why not?

   The answer should be rationally thought-out and show evidence that the student has researched the topic.

I-DEAS

1. On three (3) consecutive days of your job, isolate your job activities and list all those activities that have to do with PEOPLE (day 1), THINGS (day 2), and DATA (day 3). Rate the activity which was most enjoyable and that which was least enjoyable. See if you can determine why.

2. If you are unhappy with your present assignment due to your relationship with People, Data, or Things, visit your Work Experience Education Coordinator and select an exploratory Work Experience Education assignment which contains the elements or relationships to People, Data, or Things you feel you would like. After the assignment is completed, indicate in writing if you were able to gain new insights which will help you in making a career choice, or accepting your current job with better understanding.

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: GENERAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.7 Considering your school achievement and attendance, decide how much education beyond high school you would like to complete. Give at least three (3) reasons for your answer.

NOTE TO THE STUDENT

By the time you complete this LAP, you will have:

1. Reviewed your overall high school achievement record.
2. Reviewed your high school attendance record and noted any areas of specific attendance problems.
3. Evaluated your past performance in an effort to determine possible future educational or training involvement.

RATIONALE

This LAP is designed to help you become aware of your ability and willingness to pursue a goal, and to perform those acts necessary to attain that goal based on your school record.

DIRECTIONS

In this LAP you will complete an analysis of your school achievement and indicate your grade point average in the major fields of your school curriculum. You will plot your achievement and attendance in a manner that will enable you to determine if your attendance had an effect on your achievement, and you will indicate areas of education and training beyond high school that are required for your career objective and whether you feel you are willing to make the effort to achieve that goal.

PRE-TEST

1. On the line below, indicate your tentative career choice. (If you have not yet made a tentative career choice, list a career that you might like to consider.)

   Career: ______________________________
   (No score)

2. Does this career require education and/or training beyond high school?

   Education: Yes_____ No_____ Training: Yes_____ No_____
   (Scoring--5 points)

3. If the career cited in #1 above requires continued education beyond high school, indicate where and how much.

   Where? ______________________________

   How much? ______________________________
   (Scoring--5 points for each)

4. If the career cited in #1 above requires further training beyond high school, indicate where and how much.

   Where? ______________________________

   How much? ______________________________
   (Scoring--5 points for each)

5. What was your grade point average for the semester previous to this one? (A--4, B--3, C--2, D--1, F--0)

List grades by class title	Grade	Numeric Equivalent
1.		
2.		
3.		
4.		
5.		

(Scoring--5 points)

Total Numeric Equivalent: ______

Divide by the number of classes to get your G.P.A. for the semester G.P.A.: ______

All students will complete this LAP regardless of the Pre-Test score.

PRE-TEST (Scoring Key)

1. Check with your counselor for verification of tentative career choice. If you have listed one that you THINK you would like to consider, ask your counselor to discuss it in terms of how realistic it would be for you.

2. Your counselor can verify this response.

3. Your counselor can verify this response.

4. Your counselor can verify this response.

5. Check with the registrar to verify the accuracy of the grades reported. The registrar or your Coordinator of Work Experience Education can help you verify your calculated G.P.A.

Items 2, 3, and 4 are to be accurate before getting into the LAP.

LEARNING ACTIVITIES AND RESOURCES

Do all of the activities in this LAP.

ACTIVITY #1. Attempt to recall all of the courses you have taken in the areas listed below. List the grades you earned, and compute the grade point average for each department.

EXAMPLE:

DEPARTMENT	COURSES	GRADES	G.P.A.
English	Eng. 1A	C	
	Eng. 1B	C	
	Eng. 2A	B	
	Eng. 2B	B	
	Eng. 3A	B	
	Eng. 3B	A	2.83

English	____________	_____	
	____________	_____	
	____________	_____	
	____________	_____	
	____________	_____	
	____________	_____	G.P.A. ____________
Math	____________	_____	
	____________	_____	
	____________	_____	
	____________	_____	G.P.A. ____________
Social Studies	____________	_____	
	____________	_____	
	____________	_____	
	____________	_____	G.P.A. ____________
Shop or Electives	____________	_____	
	____________	_____	
	____________	_____	
	____________	_____	
	____________	_____	
	____________	_____	
	____________	_____	
	____________	_____	G.P.A. ____________

DEPARTMENT	COURSES	GRADES	G.P.A.
P.E.	__________	______	
	__________	______	
	__________	______	
	__________	______	
	__________	______	
	__________	______	G.P.A. __________

Now use the form provided for Activity #1 on page 10 of this LAP and complete it only after consulting your official record. (See your counselor or the counseling secretary if you do not have the information available to you otherwise.)

Are there any areas of significant difference in how you remembered your achievement with how your official record reveals your achievement?

Yes_____ No_____

If yes, indicate the areas of difference.

____

____

____

Why could you not recall accurately the details of your achievement? Check (x) the appropriate blanks.

______ Just could not remember.
______ Did not like some of the teachers.
______ Did not like the class.
______ Did not do as well as I could have.
______ Did not attend as much as I should have.
______ Did not pay attention when in class.
______ Other (specify) ______________________________

____

____

ACTIVITY #2. The attendance clerk in your school will be able to check your attendance record for you. How many days of school did you miss last year?

____________ days.

Why were you absent? Check (x) the appropriate spaces.

______ The only time I was absent was when I was ill.

______ Sometimes I was not really sick, but I convinced my parents that I was.

______ Sometimes I just cut.

______ Was (am) not interested in school.

Have you missed some classes more than others?

________ Yes ________ No

If yes, indicate which class. ______________________

Why did you miss it more often?

____

____

Class: ________________________________

Why? _________________________________

____

Class: ________________________________

Why? _________________________________

ACTIVITY #3. Using the form provided for Activity #3 on page 11, and by using any resource available to you, indicate what subject areas are required in advanced study (beyond high school) for your career objective.

ACTIVITY #4. If you have a tentative career choice*, indicate the amount of education you will need beyond high school for entry into this field (use any resource available, such as Occupational Outlook Handbook, Encyclopedia of Careers, faculty resources, etc.). Also indicate the training necessary beyond high school. (Indicate both, if applicable.)

Career Choice: ____________________________________

Education required beyond high school: ______________

____

____

____

____

____

____

Training required beyond high school: ______________

____

____

____

____

____

____

---

* If you have not made a tentative career choice, complete this section based on a career that is of interest to you at this time.

Are you going to be able to meet these requirements (based upon knowledge of your aspirations and past performance)? Give at least three (3) reasons for your response, either positive or negative, in the space below.

1. ____

____

2. ____

____

3. ____

____

FORM FOR ACTIVITY #1

SUBJECT MATTER AREA	NUMBER OF SEMESTER CREDITS	GRADE POINT AVERAGE
MATH		
ENGLISH		
SOCIAL SCIENCE		
SCIENCE		
PHYSICAL EDUCATION		
SHOP COURSES (include arts and crafts)		
BUSINESS		
OTHER		
OTHER		

Are you satisfied with your G.P.A. (achievement) up to this point?

____

____

Do you feel you could have done better? Yes_____ No _____

How? ____________________________________

____

____

How important are grades to you? ____________________

____

____

How important are grades going to be in helping you achieve your career objective?

____

____

____

____

FORM FOR ACTIVITY #3

Indicate career objective: ________________________________

For this objective, the following education and/or training beyond high school is required:

EDUCATION AND/OR TRAINING BEYOND HIGH SCHOOL	IS THIS AN AREA OF HIGH LEVEL OF ACHIEVEMENT ON YOUR PART?	WAS YOUR ATTENDANCE PERFECT OR BELOW-AVERAGE IN THIS AREA IN HIGH SCHOOL?
Example: 9 months of welding i. e. required	No	Average

POST-TEST

1. State the career title you studied in this LAP. ____________________
   (Scoring--5 points)

2. Does the career require post-high school education? Yes_____ No _____

   Training? Yes_____ No _____
   (Scoring--5 points)

3. If your response to #2 above indicated post-high school requirements, list such requirements and the time estimated to complete.

Requirement	Required Completion Time

   (Scoring--allow 5 points for requirement and time involvement up to 20 points)

4. If your response to #2 above does not indicate post-high school involvement, write a brief statement in support of your selection of that career as a potential life work. (75-word)

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   (Scoring--20 points)

5. Cite four (4) reasons why you might or might not feel you could meet post-high school requirements for any career objective.

(a) ____

____

(b) ____

____

(c) ____

____

(d) ____

____

(Scoring--5 points each up to 20 points)

6. Why is school attendance helpful in helping you reach your career objective?

____

____

____

(Score--5 points)

Total possible -- 75 points.
Minimum level of acceptance -- 55 points.
If you scored 65 or better, check with your Coordinator of Work Experience Education about doing I-DEAS.

POST-TEST (Scoring Key)

1. Must be as indicated in Activity #4 on page 8 of this LAP.

2. Must relate to career indicated -- Check *Occupational Outlook Handbook*, *Encyclopedia of Careers*, etc.

3. Refer to same sources as in item #2 above.

4. Have Coordinator of Work Experience Education review this response.

5. Ask your counselor to review these responses with you.

6. Answer should *include* the following:

   Attendance in class should aid in learning of materials presented, as well as the development of any special skills required in using that material or information.

   The realization that always doing just what we like to do is not always going to get it.

I-DEAS

1. Interview someone who works in the occupation you are interested in. Tape the interview and make the tape available to your Coordinator of Work Experience Education for future use.

   (a) Prepare questions to ask ahead of time -- covering achievement in subject matter areas, etc.

   (b) Discuss questions with your Coordinator of Work Experience Education before conducting the interview.

2. Prepare a display or exhibit for career development center on areas and level of needed achievement in your selected occupation.

3. If you do not feel you could continue your education/training beyond high school, conduct interviews with workers until you find someone who felt the same way when he was in high school. Determine what happened to change that individual's opinion of his ability to meet the requirements of his career objective.

LAP Prepared By: Edwin Crandall

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: GENERAL

Program Goal: 3.2 Identify a variety of possible career choices for you and group them into occupational clusters.

Performance Objective: 3.2.1 Given a list of careers, group them into occupational clusters.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Relate careers to various occupational clusters.
2. Identify a minimum of five (5) main factors to consider under each of the common areas of human requirements that form the core area of a cluster.

RATIONALE

In your lifetime you will most likely change jobs many times. You will want to be able to find and to have jobs which use your talents, education, interests, abilities, etc. This LAP can give you a knowledge of occupational clusters which can help guide you toward the occupational area or areas that best fit you. The occupational cluster concept is grouping occupations that interrelate in that they require people with similar backgrounds (i.e., aptitudes, interests, training.)

DIRECTIONS

In this LAP you are to: (1) read "The Occupational Cluster Concept" which explains what a cluster is, and what key factors are involved in the core of the clusters; (2) discuss with your class and/or teacher various clusters; and (3) match various occupations to common core factors that form occupational clusters.

PRE-TEST

____
(Student's Name)

Part I. True or False: Answer with a "T" for true or an "F" for False. If your letter is not clear, it can be counted wrong.

_____ 1. The ability to understand how occupations tend to cluster can help you establish flexible occupational goals.

_____ 2. Job clusters require a common core of highly complicated skills only.

_____ 3. Exploration of specific occupations, rather than clusters of occupations, will make you more flexible to changing career opportunities.

_____ 4. A knowledge of occupational clusters can help, when your particular occupational choice is blocked, to enter a type of job where similar training knowledge and/or skill is required.

_____ 5. Only a few occupations are really affected by constant change.

_____ 6. Every occupational cluster has a common core of required skills, abilities, and basic background.

_____ 7. Blueprints and technical vocabulary are examples of core factors of math and science.

_____ 8. The core factors that make up a cluster are only concerned with skills.

_____ 9. An occupational cluster core has at least five (5) common factors.

_____10. A good source of information relating to occupational clusters is the Dictionary of Occupational Titles.

Part II. Matching: Match the letter that identifies the cluster with the list of occupations.

A. Construction
B. Business and Distributive
C. Electro-Mechanical
D. Food Service Area
E. Health Occupation
F. Metal Forming
G. Transportation (Mechanics)
H. Visual Communications

____ 1. Business Machine Operator
____ 2. Drafting Technician
____ 3. Practical Nurse
____ 4. Auto Body Repairman
____ 5. Sheetmetal Worker
____ 6. Home Appliance Serviceman
____ 7. Secretary
____ 8. Baker
____ 9. Electrician
____10. Dental Assistant
____11. Commercial Artist
____12. Medical Secretary

Part III. Matching: Match the letter that identifies the cluster core factor with the correct group of elements.

_____ 1. Communication

_____ 2. Information

_____ 3. Mathematics

_____ 4. Measurement

_____ 5. Science

_____ 6. Skills

a. Technical, safety or personal standards.

b. Addition, subtraction, fractions, and decimals (to a certain point).

c. Vocabulary, blueprints, and maps.

d. Time, temperature, electrical, or mechanical meters.

e. Ability to use hand tools properly, or able to operate basic machines or equipment correctly.

f. Knowledge of specific scientific principles that are required for a particular occupation.

PRE-TEST (Scoring Key)

Part I	Part II	Part III
1. T	1. B	1. C
2. F	2. H	2. A
3. F	3. F	3. B
4. T	4. G	4. D
5. T	5. F	5. F
6. T	6. C	6. T
7. F	7. B	
8. F	8. D	
9. T	9. A	
10. T	10. E	
	11. H	
	12. F	

A score of 23 correct would be passing. If you did not achieve a minimum passing score, do the LAP.

149

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1 and #2 are required. If you wish, you may do one of the I-DEAS.

ACTIVITY #1. Learning about occupational clusters will help you to be more flexible in making career choices.

Steps: A. Read the Information Sheet: Occupational Clusters, beginning on page 7.

B. After reading the Information Sheet: Occupational Clusters, pages 7 through 12, complete Worksheet #1, on page 12. This is to see how well you remembered the basic elements of a cluster.

ACTIVITY #2. You will become familiar with, and learn to use, Occupational Guides as a resource tool, to help you identify elements of a cluster core.

Steps: A. Read the instructions on pages 12 and 13 carefully.

B. Study the Occupational Guide: Electrician, Electrician Apprentice on pages 14 through 19.

C. Identify at least one (1) important core factor from each of the six (6) core factors. Use the form on page 13.

D. Check your answers on page 20. If you have difficulties in finding information that relates to cluster core factors, go back and review the meaning of the core factors. You may want to discuss what they believe are the most important human requirements for each of the cluster core factors to become a successful electrician.

E. Now turn in the LAP materials and take the Post-Test.

I-DEAS

1. Check the Occupational Handbook for other clusters. Locate an interesting cluster and identify four (4) related careers.

2. From an interesting occupational cluster, identify the cluster core factors that distinguish that particular cluster and related careers.

3. Take some career in which you have observed or are interested in, and identify the cluster to which it belongs and several of the related careers.

Information Sheet: Occupational Clusters

As you begin to explore occupations which you may find interesting, you need to learn to look at them from a broad point of view. You will study occupational clusters, instead of focusing your occupational goal only on a specific occupation. A single occupation could become obsolete, have limited job openings, or not be available within a reasonable distance of where you live.

Jobs and occupations are changing rapidly. This rapid change means that you need to be flexible and mobile. By learning to view job clusters, you can not only be a more flexible and mobile worker, but you can also become better able to take advantage of changing occupational opportunities.

What are job clusters? Let's say that job clusters are those occupations which require a common core of factors that lead to related job areas. (See Illustration #1.)

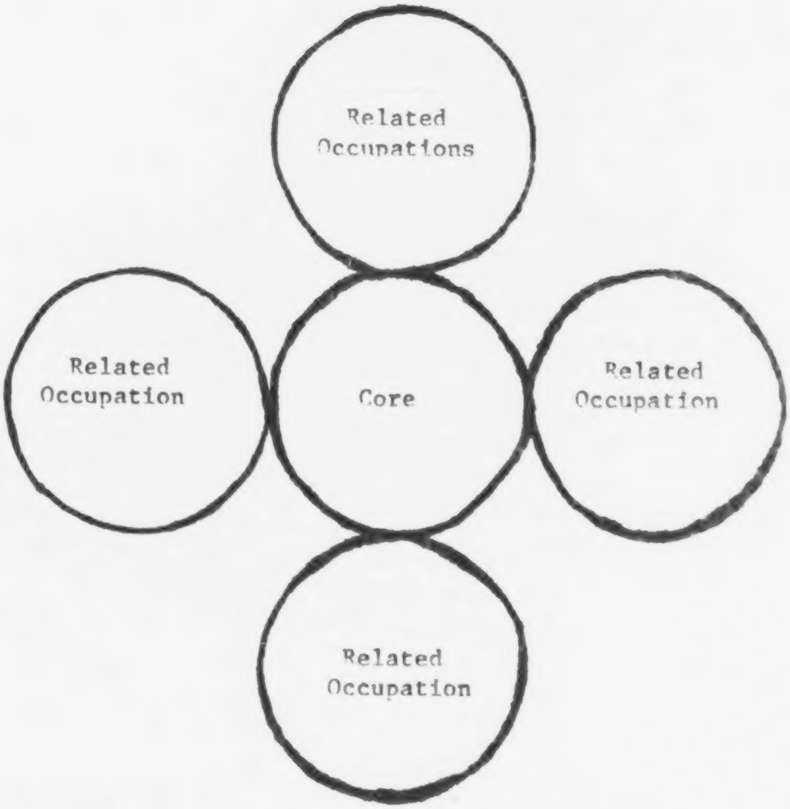


ILLUSTRATION #1: Job Clusters with a Common Core.

The level of job clusters with which we are concerned at present are those basic entry-level skills and knowledge needed for the minimum requirements to begin an apprenticeship, training program, or a new job where you will have to develop your skills and knowledge on the job. (See Illustration #2.)

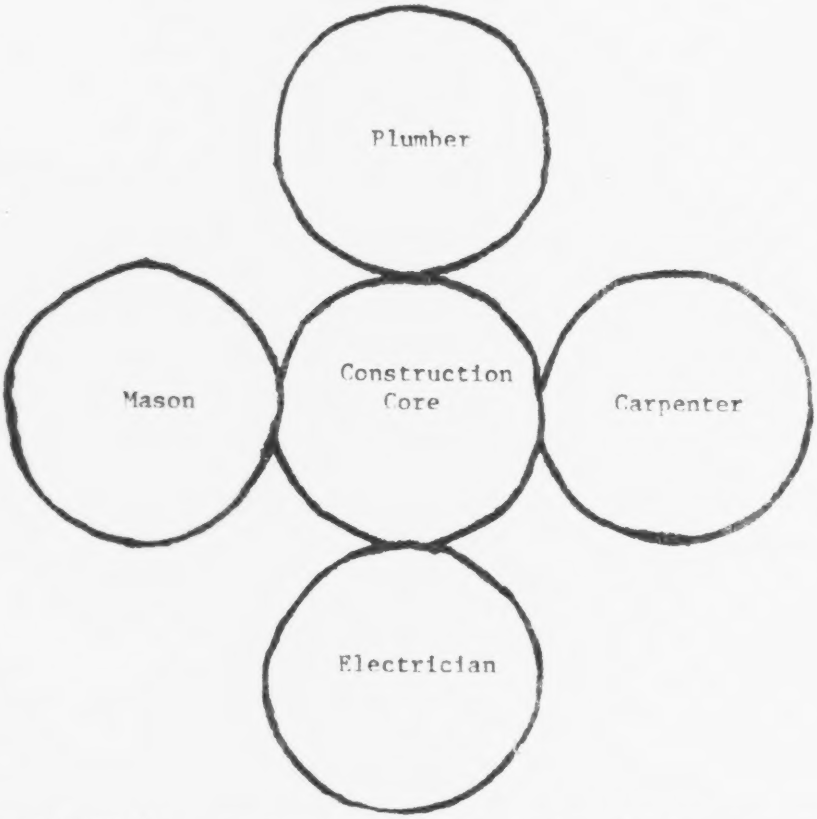
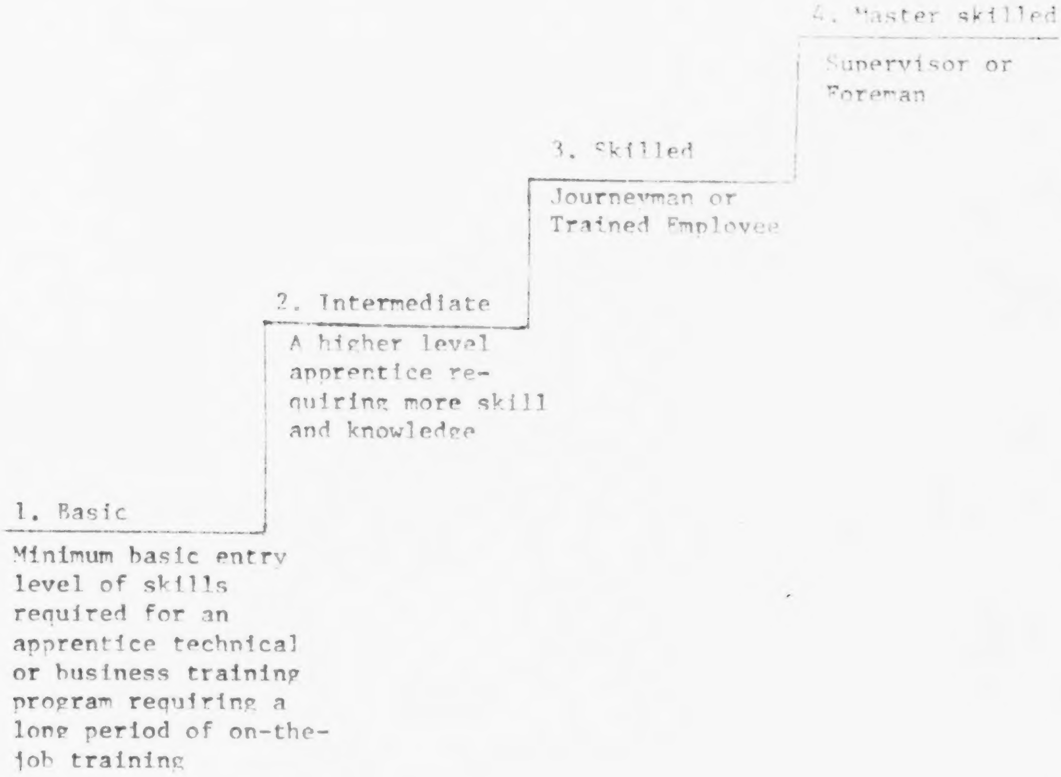


ILLUSTRATION #2: An example of a job cluster showing a common core (construction) and related occupations.

As a person works at a particular job, and masters it, he usually goes on to a related job that requires a higher level of skills and knowledge. Thus, as a person advances, he needs to know about job clusters that are related to his job level. (See Illustration #3.)

ILLUSTRATION #3: Skill Steps (levels)



4. Master skilled

Supervisor or Foreman

3. Skilled

Journeyman or Trained Employee

2. Intermediate

A higher level apprentice requiring more skill and knowledge

1. Basic

Minimum basic entry level of skills required for an apprentice technical or business training program requiring a long period of on-the-job training

There are some important advantages in learning to view occupational possibilities in terms of clusters of related jobs. You can be more flexible in making satisfactory occupational choices. As job opportunities may rapidly change from the time you are ready to begin, you will be more ready to take advantage of what is available when you enter the job market.

A second advantage is that as you begin to develop your occupational skills, you can become more mobile (able to move), both geographically and on the job. Your skills and knowledge can become more transferable.

A third reason to consider viewing job clusters rather than a particular occupation is the effect of new technology materials, equipment, process, and knowledge of using these changes that tends to change occupations quickly. Those businesses most affected by technological changes are always looking for employees who are aware of changes and can keep up their skills or able to develop new skills to meet constant changes. Such employees are highly desired in today's job market.

Let's go back and examine an occupational cluster more closely. The occupations that fall into a common cluster are those found to require the same kinds of abilities, knowledge, and aptitudes in a number of areas; namely, measurement, communications, mathematics, science, skill, and general information. These specific factors of related human requirements help to provide important tools to analyze clusters of related occupations.

A closer look at each core area of human requirements are the following:

Communications: Vocabulary, symbols, drawings, blueprints, communication systems, speech, maps

Measurement: Time, temperature, weight, volume, length, width and depth, meters (electrical and mechanical), instruments, systems of measurement

Skills: Hand, mental, machine

Mathematics: Addition, subtraction, multiplication, fractions (to a certain point), decimals (to a certain point), trigonometry, algebra

Science: Specific scientific principles and physical laws

Information: Technical, operational, occupational, economic, social, safety, personal standards, occupational and job standards

Other Clusters and Related Careers:

Construction Cluster (Occupation dealing with the building of homes or buildings)

Carpenter
Electrician
Mason
Painter
Plumber

Business and Distributive Cluster

Accounting
Business Machine Operator
Clerical Typist
Data Processing Operator
Key Punch Machine Operator
Salesman
Secretary

Electro-Mechanical Installation and Repair Cluster (Occupations dealing with the installation and repair of electrical and mechanical equipment found in the home or in business houses)

Air conditioning and Refrigeration Serviceman
Business Machine Serviceman
Radio and Television Serviceman

Food Service Cluster

Baker
Food Preparation
Food Service
Cook

Health Occupations Cluster

Dental Assistant
Laboratory Assistant (medical)
Occupational Therapy Assistant
Operating Room Assistant (surgical)
Technician (medical)
Nurse (Licensed Vocational, Practical or Registered)

Metal Forming and Fabrication Cluster (Occupations dealing with machinery, bending and joining of metals)

Assembler
Machinist
Sheetmetal Worker
Welder

Transportation (Mechanical) Cluster

Aircraft Mechanic
Auto Body Repairman
Automobile Mechanic
Diesel Mechanic
Small Engine Repairman (motorcycles, marine and other small engines)

Visual Communications Areas

Commercial Art and Advertising
Drafting Technician
Graphic Arts (printer)
Technical Writer and Illustrator

Now turn the page and do Step 2.

Step 2.

Worksheet #1

A. The cluster core factors are:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

It's okay to peek if you're not sure, but first put down what you can remember. The answers are on page 10. After you have the cluster core factors clear in your mind, proceed to Activity #2, immediately following.

ACTIVITY #2. You are now going to explore the electrical occupation. In reading about this particular occupation, you are to identify a particular technical or educational skill, ability, training, or area of educational background that a person must possess, in each of the core factors, in order to become an apprentice. Most of these elements of the core cluster factors are stated in the Occupational Guide. A few may not be directly stated; if so, you must search for the clues and state them as clearly as you can.

The Occupational Guide is a series of occupational descriptions issued by the California Department of Human Resources Development (formerly the California Department of Employment). Occupational Guides identify and describe a particular occupation by covering the following areas of information: description of what a worker does on his job; qualifications required for entry into that occupation; pay or salary ranges; working conditions; present and predicted employment trends; and other related occupations.

Reason for exercise: You will become familiar with, and learn to use, Occupational Guides as a resource tool.

Often, in order to become an apprentice, a young man must first have a useful background of education, training, and skills that will allow him to begin even at the apprentice level.

1. Study the occupational guide, beginning on page 14, carefully.
2. Identify at least one (1) important core factor from each of the six (6) core cluster categories listed below. Answers may be written, or oral on a tape recorder.
3. After you have identified (oral or written) at least one of each core factor, check your answer to see how well you did. The answers are on page 20.

Communications: ________________________________

____

Measurement: ________________________________

____

Skills: ________________________________

____

Mathematics: ________________________________

____

Science: ________________________________

____

Information: ________________________________

____

Turn the page. Read the Occupational Guide: Electrician, Electrician Apprentice.

OCCUPATIONAL GUIDE

Prepared by the State of California
Dept. of Employment
in Dec. 1958
Revised: June, 1965

Electrician, Electrician Apprentice
(San Francisco Area)

THE JOB The ELECTRICIAN of the construction industry, or "inside wireman" as he is titled in the trade, and his understudy, the ELECTRICIAN APPRENTICE do all of the electrical work required in the construction and remodeling of buildings. They install and test the lighting systems used in all kinds of buildings -- single-family residences, apartment buildings, offices, stores, hospitals, hotels, power plants, and factories.

They also install the network of special purpose electrical systems required to power such common conveniences as thermostats in private dwellings, "intercoms" in offices, escalators in department stores or ventilators in manufacturing plants. Construction electricians may also repair electrical wiring, although maintenance electricians do the routine repair tasks in larger commercial and industrial buildings that employ such workers.

This Guide is primarily concerned with the electrician who works in the construction industry. In the San Francisco Bay Area, however, as in other seaport communities, construction electricians sometimes do marine wiring as well, since the electrical systems and power plants used in ships are similar to those used in commercial or industrial buildings. Therefore, electricians employed by contractors who specialize in repairing marine wiring are included in this study as are shipyard electricians who install electrical systems on new craft.

Construction electricians can be distinguished from other journeymen of the electrical field -- appliance repairmen, for instance, or electric linemen -- by their specialized knowledge of electrical installations in buildings or ships. The construction electrician knows how to estimate wireload capacity for a circuit that is to run production machinery, or which of the many types and sizes of wire, fuses, and circuit breakers to select for a computer room installation. There are no well-defined specialties within the occupation, although individual electricians sometimes develop special proficiency for certain aspects of the job, such as repair or power plant work when they work regularly for a single employer. Contractors, on the other hand, tend to limit the kind of work they do according to the type of job or size of contract they are equipped to handle.

Major types of work in which contractors specialize are heavy industrial and power plant construction; light commercial and industrial work, including construction and repair of office buildings or apartment houses; new construction of tract housing; residential wiring, repair and renovation; and marine wiring. Because contractors tend to specialize, their electricians may find certain skills fall into disuse. For instance, the journeyman who has worked on heavy industrial installations for several years may lose his ability to do the meticulously neat work required in house wiring and repair. This in turn may result in his being rejected by employers on all but industrial jobs.

All of the electrical work in buildings must conform to local building codes which set standards and provide for the inspection of electrical work in new buildings. These regulations are deemed necessary to avoid faulty wiring, which constitutes a serious fire hazard. The potential hazard of improper wiring is compounded by the fact that electrical connections in a completed building are nearly always concealed. Apprentices must know building codes in order to qualify for journeyman rating, and, like experienced electricians, must keep abreast of changes in local codes. As another measure of precaution, some communities require that the journeyman electrician hold a local license.

JOB DUTIES When he is starting a new job, the journeyman electrician studies the drawings, blueprints, or employer orders to gain an overall idea of what the job entails. Where new construction is involved, he considers the kind of construction employed -- whether frame, cement slab, or reinforced concrete -- and how his work fits in with that of plumbers, carpenters, cement finishers, or other craftsmen on the job. He identifies circuits according to the gauge of wire required and ascertains the location of control panels, switches, and fuses. If the job involves renovation or repair, he may have to make his own evaluation of existing wiring and what needs to be done.

Selecting from a variety of tools and equipment including pliers, screwdrivers, brace and bit, hacksaws, mechanical and power pipe benders and thread cutters, wire pullers and welding equipment, the electrician usually begins a new construction job by installing the conduit that is used to encase electrical wires or cables in buildings. He measures and cuts the flexible tubing or conduit into appropriate lengths, locates and installs pullboxes from which wires can be introduced into conduit, and places main and branch switchboards, control boards, or fuse boxes as needed. As the work progresses, he pulls the insulated wire or cable through the conduit and connects and tests each circuit. Hooking up fixtures, equipment, or machines usually concludes the orderly sequence of tasks on new construction jobs.

On tract housing or large industrial construction, the electrical work may be assigned on a platoon basis: for example, one crew may lay the conduit, another may put the wiring in place, and still another crew may install switches and boxes.

Repair and remodeling jobs involve a somewhat different sequence of tasks. Repair jobs usually start with locating the source of trouble or planning how the job can be done. This may involve boring through cement floors, cutting into wooden flooring or into walls, dismantling equipment or pulling out old wiring. It may be necessary to test circuits throughout the building in order to locate the trouble. Remodeling may also involve relocating or replacing wall sockets and fixtures. Since a good repair electrician must not only remedy the electrical problem, but make sure that he has not marred the appearance of the building or room, his work must always be neat.

The job of the shipyard electrician differs in detail from that of the construction electrician. For example, the ship electrician has to learn how to install strap hangers instead of conduit in some instances, and he may have to find a way to pull wire through an oil-tight compartment. Then, too, ship electricians must learn to handle sonar, radar, and other specialized nautical equipment. Electricians who work in federal shipyards must learn to install and repair sophisticated ordnance equipment. The major difference between these jobs, however, lies in the assignment of work. In shipyards, electricians are generally assigned either to the "ship or the shop." Unlike the all-around worker of the construction trade, he is not required to master both preparation and installation tasks; in the shipyards the shop crews learn to thread the conduit and make the strap fasteners, and the ship crews learn to install them.

When he works on tract housing, large industrial or commercial jobs, or in the shipyards, the electrician may be under the overall direction of an electrical foreman, who lays out work for journeymen and assigns tasks to helpers and apprentices. Many times, however, the journeyman works alone or with an apprentice or helper and has no direct supervision.

During the four years of his formal apprenticeship training, the apprentice can expect to work for all kinds of contractors and learn to do all kinds of work. Every effort is made to give him diversified as well as intensive training. Usually, he works side-by-side with a journeyman electrician, and under his guidance.

One of the first tasks of a newly indentured apprentice is to learn how to use the tools and materials of the trade. In the early part of his training, he does such simple tasks as carrying tools from the truck to the job site, working in the stock room learning to recognize the tools and materials, and acting as helper to a journeyman on a small job. He progresses to minor dismantling operations on repair jobs, switchboard installation and routine house wiring, and later, to such jobs as installing fixtures and testing circuits. As he learns to do increasingly difficult chores, the apprentice also takes classroom studies to provide theoretical background for the work.

WORKING CONDITIONS

Few of the electrical contractors who contributed to this study had as many as 50 journeymen on their regular payrolls, and most had 20 or fewer. Only in the very large government shipyards did the number of electricians exceed 100. Apprentices are usually limited by contract agreement to a maximum of five per establishment and to a fixed ratio of apprentices to journeymen -- most often, one apprentice to three journeymen in this area. The one-to-three ratio is construed to refer to the apprentice-journeyman ratio in the establishment as a whole. It is common practice for an employer to dispatch one journeyman and one apprentice to work as a team on a job.

Work in the electrical trade is typically more stable than it is in other construction crafts, in part because the major portion of the work is done indoors or in the semi-shelter of unfinished buildings. Another reason for the year-round nature of jobs in this field is the increasing popularity of many kinds of electrically powered equipment, which is installed and repaired by electricians. Manufacturing firms have been developing a wide range of automatic equipment featuring electrical controls to replace manually-operated machines, businesses have been installing electric or electronic data processing machines, and builders of high-rise apartments and tract homes almost always install outlets for a full complement of built-in electrical appliances including washers, dryers, food disposers, and dishwashing machines.

Electrical work does not require great physical strength. Nevertheless, the job is an active and sometimes strenuous one. Electricians must be capable of standing, climbing, crawling, or crouching sometimes for prolonged periods of time, and they must be able to work from high ladders, from scaffolding, or in cramped quarters. Hazards include falls from ladders or scaffolds, cuts from sharp tools, and burns or shocks from electricity. Danger is minimized by the use of safety equipment and by strict adherence to safety rules.

Both journeymen and apprentice electricians are expected to provide their own hand tools. Employers provide the pipe threaders and benders, wire pullers, testing and other specialized equipment needed for this work. A typical list of tools for the beginner is that required by one local apprenticeship committee which specifies a tool box, hacksaw, several sizes of pliers, screwdrivers, stillson wrenches, a claw hammer, center punch, six-foot ruler, wood chisel, and an electrician's knife. The journeyman tool kit also includes a voltage tester, plumb-bob, and a wider variety of basic tools. In addition, he must have a copy of applicable wiring and safety codes.

The majority of journeymen electricians and apprentices in the Bay Area are members of the International Brotherhood of Electrical Workers, and are affiliated with one of this Union's Bay Area locals. Union membership is optional for federal employees.

EMPLOYMENT OUTLOOK The 1960 census counted more than 34,000 electricians in the State of California, of which roughly 14,000 were employed in the construction industry. Bay Area electricians numbered nearly 6,500, with over 3,000 in construction and about 1,000 in shipyards.

By early 1965, the number of construction electricians had grown to about 4,000, while the number of these workers in shipyards remained at about 1,000. There were approximately 350 apprentices.

By early 1965, the hectic pace of a decade of building that replaced acres of orchards and vineyards with houses and factories had slowed somewhat. Even so, new shopping centers and housing tracts were still being built in the suburbs, and urban high-rise apartments and office buildings -- some under redevelopment programs -- kept Bay Area construction electricians busy.

The supply of journeymen electricians has generally been sufficient to meet local needs despite increasing demand. One of the principal reasons for this balanced condition is the practice of augmenting union rolls in communities where work is plentiful with journeymen from other locals who present a travel card from their home union local as proof of union status.

The supply-demand relationship in apprentice programs has been a different matter. Because of the relatively high wage rate paid in this craft and other factors including the limited number of apprentices being trained each year, a sizable surplus of candidates for apprenticeships exists in every Bay Area community. Most locals have waiting lists of persons already certified for apprenticeship training who are awaiting openings as well as long lists of applicants awaiting certification.

The employment outlook for Bay Area electricians in the next five years is dominated by the construction plans of the Bay Area Rapid Transit system. Estimates prepared by BART projecting their need for craftsmen over the construction years show the number of electricians to be employed on this project will jump from 50 in 1965 to around 600 at the peak in 1967, and will then decline to zero when construction ends in 1971.

Long-term job prospects for Bay Area electricians are also good, especially for the worker who sees to it that his skills and knowledge keep pace with changes that are taking place in his craft. With the increasing use of electrical appliances and electronic devices in homes, factories, and commercial buildings, more work will be created for the qualified craftsman. The growing importance of electronics has necessitated revamping some aspects of the apprenticeship program. New techniques such as those used in pulling wires and fastening conduits, as well as the use of prefabricated materials, also point to the importance of the electrician's being alert to changes in the skills required in his trade. Because of the popularity of this field, however, competition for apprentice openings will be strong, and a high degree of selectivity will continue to be exercised by those responsible for the industry's apprenticeship program.

WAGES AND HOURS

The union scale for journeymen electricians ranged from $5.38 to $5.53 an hour in the Bay Area in early 1965, plus additional contributions by local employers to health and welfare funds. Union contracts in some communities call for a raise in the hourly rate in June, 1965. In fact, in San Francisco, the 1965 contract calls for shorter hours as well as wage increases. By 1967, San Francisco electricians will receive $48.61 a day for seven hours of work. Apprentices generally start at 50 percent of the journeyman rate -- $2.65 to #2.76 per hour in this area -- with a five percent merit increase every six months until journeyman scale has been reached.

In federal establishments, the starting wage is $3.15 per hour for persons with no previous federal experience, $3.28 with six months' prior experience, and $3.41 with 18 months' federal experience. Apprentices start at $2.07 per hour. Fringe benefits in private industry include health, welfare, and pension plans, and in some instances, paid vacations. Federal benefits include sick leave, paid holidays, vacation and pensions, and health insurance coverage.

The usual workweek is 40 hours, usually from 8:00 a.m. to 4:30 p.m., Monday through Friday, although the 35-hour week is being introduced locally. Overtime is not commonly required. Although local contractors generally designate one or two journeymen or foremen to serve as troubleshooters for emergency calls around the clock, they report that these men are seldom called out nights or week-ends except in cases of serious emergency. It appears that most customers find they can wait until morning or even over a week-end for after-hour service when they learn that overtime is paid at double the regular rate.

ENTRANCE REQUIREMENTS

Union locals in the majority of Bay Area communities now require that newcomers learn the trade by completing a four-year apprenticeship. However, many craftsmen have qualified by working first as laborer and then helper to achieve their present journeyman status. Many who have transferred into this area have not been required to complete their apprentice training. Electricians transferring into the area must present proof of journeyman standing and pass a union-administered trade test to see that they meet local performance standards.

FINDING THE JOB

The would-be apprentice in this trade usually first makes application to the union or joint apprenticeship committee, where he may be given an aptitude test or referred to the Department of Employment for the General Aptitude Test Battery or the Specific Aptitude Test for electricians. If the young man first applies to employers for work or for sponsorship, he is referred to the joint apprenticeship committee for interview and evaluation of qualifications; if certified for apprenticeship training, his name is placed on a list for referral to a job. In some areas, the union may encourage the applicant to attend preapprenticeship courses in order to give the committee a more tangible basis for evaluating his aptitude and qualifications for the trade.

ADDITIONAL SOURCES OF INFORMATION

Further information may be obtained from the Apprenticeship Information Centers, 1450 Mission Street, San Francisco, and 234 11th Street, Oakland. These centers are jointly operated by the California State Employment Service and the Division of Apprenticeship Standards. Offices of the California Department of Industrial Relations, Division of Apprenticeship Standards, also have information on apprenticeable occupations.

RELATED OCCUPATIONAL GUIDES

Electrical Appliance Repairman, No. 101; Electrician (Los Angeles-Long Beach), No. 121; Electrician, Maintenance, No. 186.

Answer Sheet to Activity #2.

Communications: Able to read the following: drawings, blueprints, instructions, and perhaps wiring diagrams.

Measurement: Able to read and use basic measuring tapes, to measure wire and/or conduit

Skills:
1. Ability to recognize basic tools, equipment, and materials
2. Ability to use basic hand and electric power tools
3. Able to hook up simple electrical fixtures, equipment, or circuit boxes

Mathematics: Able to add, subtract, multiply, and divide; able to compute the basic electrical load on a circuit to determine the correct wire size

Science: Some background of science to understand electricity, a basic knowledge of electricity, and perhaps a knowledge of electronics

Information: Knowledge of local building codes, ability to keep up with changes, knowledge of related construction jobs, and how electrical work fits with that of plumbers, carpenters, cement finishers, or other construction craftsmen

If you have at least one (1) of these basic ideas expressed in your answers that fit each of the six (6) factors, you have the ability to identify the core factors that make up an occupational cluster.

If you had trouble in finding information that relates to the cluster core factors, first go back and review the definitions of these core factors. If you still have difficulty, check with your instructors.

When you are ready, turn in the LAP and take the Post-Test.

POST-TEST

____
(Student's Name)

Part I.

True or False. Answer with a "T" for true or an "F" for false. If your letter is not clear, it can be counted wrong.

_____ 1. The ability to understand how occupations tend to cluster can help you establish flexible occupational goals.

_____ 2. Job clusters require only a common core of highly complicated skills.

_____ 3. Exploration of specific occupations, rather than clusters of occupations, will make you more flexible to changing career opportunities.

_____ 4. A knowledge of occupational clusters can help, when your particular occupational choice is blocked, to enter a type of job where similar training knowledge and/or skill is required.

_____ 5. Only a few occupations are really affected by constant change.

_____ 6. Every occupational cluster has a common core of required skills, abilities, and basic background.

_____ 7. Blueprints and technical vocabulary are examples of core factors of math and science.

_____ 8. The core factors that make up a cluster only are concerned with skills.

_____ 9. An occupational cluster core has at least five (5) common factors.

_____10. A good source of information relating to occupational clusters is the Dictionary of Occupational Titles.

POST-TEST Part II.

Matching. Match the letter that identifies the cluster with the list of occupations.

A. Construction
B. Business and Distributive
C. Electro-Mechanical
D. Food Service Area
E. Health Occupation
F. Metal Forming
G. Transportation (Mechanics)
H. Visual Communications

___1. Business Machine Operator
___2. Drafting Technician
___3. Practical Nurse
___4. Auto Body Repairman
___5. Sheetmetal Worker
___6. Home Appliance Serviceman
___7. Secretary
___8. Baker
___9. Electrician
___10. Dental Assistant
___11. Commercial Artist
___12. Medical Secretary

Part III.

Matching. Match the letter that identifies the cluster core factor with the correct group of elements.

_____1. Communication:
_____2. Information:
_____3. Mathematics:
_____4. Measurement:
_____5. Science:
_____6. Skills:

a. Technical, safety, or personal standards
b. Addition, subtraction, fractions, and decimals (to a certain point)
c. Vocabulary, blueprints, and maps
d. Time, temperature, electrical or mechanical meters
e. Ability to use hand tools properly, or able to operate basic machines or equipment properly
f. Knowledge of specific scientific principles that are required for a particular occupation

POST-TEST (Scoring Key)

Part I.	Part II.	Part III.
1. T	1. B	1. C
2. F	2. H	2. A
3. F	3. E	3. B
4. T	4. G	4. D
5. F	5. F	5. F
6. T	6. C	6. E
7. F	7. B	
8. F	8. D	
9. T	9. A	
10. T	10. E	
	11. H	
	12. E	

A score of 23 correct would be passing. Students who fail the test will take the LAP over again.

LAP Prepared By: Edwin Crandall

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: GENERAL

Program Goal: 3.2 Identify a variety of possible career choices for you, and group them into occupational clusters.

Performance Objective: 3.2.2 Based upon what you have learned about yourself and a variety of careers (through materials made available to you), identify three (3) clusters of occupations with at least four (4) specific careers within each cluster, all of which seem interesting to you and in which you think you could be successful.

NOTE TO THE STUDENT

This LAP will help you to better:

1. Locate,
2. Explore, and
3. Evaluate clusters of occupations which
   (a) seem interesting to you, and in which
   (b) you think you could be successful.

RATIONALE

It is important to learn how to use all available school and community resources to locate, explore, and evaluate career clusters in helping you steer toward short-range and long-range occupational goals. This LAP will help you to progress through a systematic process, applying what you have learned about yourself and occupational clusters.

DIRECTIONS

Simply follow the five (5) steps (given in LAP) in order. If you begin to find that particular clusters or related careers become less interesting, stop, go back to where your interests are still strong, and try another direction. Go as far as your interest leads you, and time provides. If you have problems, contact your instructor for help.

PRE-TEST

Do not begin this LAP until you have successfully completed LAP 3.2.1.

I. Using three (3) occupational clusters with four (4) specifically related careers to each cluster, the student will perform the following successfully, to the instructor's satisfaction:

(a) Select three (3) occupational clusters and identify four (4) related careers within each cluster, all of which seem interesting to you and in which you think you could be successful.

________________ Cluster (fill-in) ________________

Related careers: 1. ________________

2. ________________

3. ________________

4. ________________

________________ Cluster (fill-in) ________________

Related careers: 1. ________________

2. ________________

3. ________________

4. ________________

________________ Cluster (fill-in) ________________

Related careers: 1. ________________

2. ________________

3. ________________

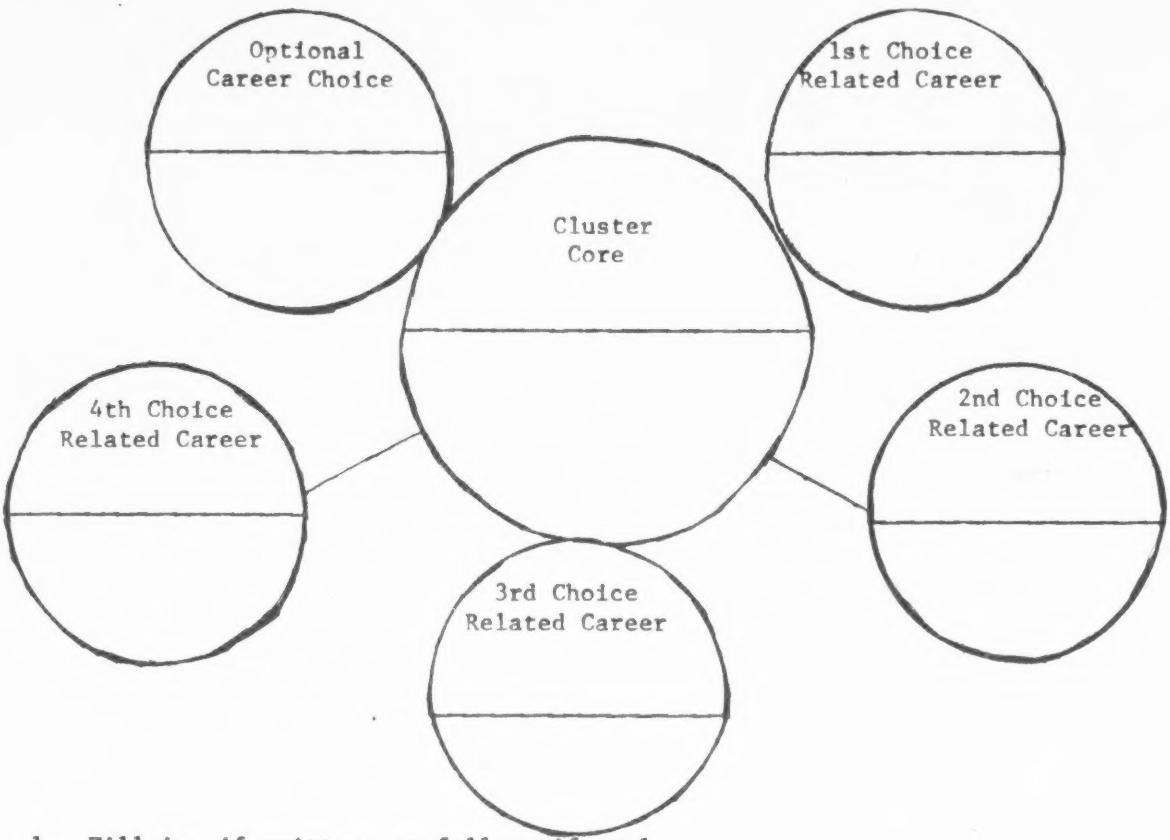
4. ________________

PRE-TEST GUIDE

____
Student's Name

Part A.
(Fill-in)

____
Choice 1, 2, or 3



Optional Career Choice
1st Choice Related Career
Cluster Core
4th Choice Related Career
2nd Choice Related Career
3rd Choice Related Career

1. Fill-in, if written; or follow, if oral.
2. Review the cluster core factors, and indicate where your background is similar to what is required in at least four (4) of the core factors. You may use your Occupational Folder if you wish.

   (a) Communication: ______________________________
   ____

   (b) Measurement: ______________________________
   ____

(c) Skills: ____

____

(d) Mathematics: ____________________________________

____

(e) Science: ____

____

(f) Information: ____________________________________

____

Other areas of your abilities, aptitudes, interests, hobbies, courses in school, or experiences that you have had:

____

____

____

II. Clearly identify the two (2) most interesting clusters by marking a number 1 in front of the most interesting cluster, and a number 2 in front of the second most interesting cluster.

III. Using the two (2) most interesting occupational clusters, complete the two (2) Pre-Test Guides to help document your knowledge of clusters and related careers. The Pre-Test Guides are to help show your Work Experience Education Coordinator that you can do the following:

(a) identify occupational clusters,

(b) identify four (4) related careers to each cluster,

(c) demonstrate your depth of knowledge of five (5) of the six (6) occupational career cluster core factors for at least two (2) of the clusters, and

(d) demonstrate your ability to analyze information about yourself and careers to support your choices.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1 and #2 are required. If you wish, you may do one or two of the I-DEAS.

ACTIVITY #1. You will locate and explore various occupational clusters to gain better understanding of clusters and to make better occupational choices.

Steps:

(1) Locate your school and community resources from the list presented by your instructor.

(2) Explore interesting clusters of occupations through any of the following ways:

(a) Sign-up and attend occupational field trips.

(b) Sign-up and view video tapes on interesting career clusters.

(c) Watch and listen to sound filmstrips or audio tapes relating to careers in your career center or library.

(d) Use any of the materials (books, pamphlets, magazine articles, or Occupational Guides, California Department of Human Resources Development) -- in your library or career center.

(e) Contact resource people who may be listed in your list of community resource people, from your VIEW materials, on audio-taped interviews of locally-interviewed people that you know.

(3) Use a separate Career Exploration Guide for each Exploratory experience. It will be a useful reminder to you. Also, it will help your instructor to continuously improve and develop more useful occupational information resources. Keep them in your Occupational File. If you need more Career Exploration Guides, ask your Work Experience Education Coordinator for extra copies.

ACTIVITY #2. You will learn by making decisions to focus on your choices and to explore the suitability of your choices.

Steps:

(1) Evaluate your choices after gathering information about occupational clusters and related careers. Then check your own characteristics against the cluster core factors. Put your findings down on the Career Exploration Guides, beginning on page 7.

(2) Identify three (3) clusters with four (4) specific careers within each cluster, all of which seem interesting to you and in which you think you could be successful.

(3) Rate your three (3) clusters, with at least four (4) specifically related careers, to each cluster, according to your interests.

(4) You may use your Career Exploration Guide Worksheets for your Post-Test. Take the Post-Test; then turn in your LAP and Post-Test to your Work Experience Education Coordinator.

If you desire, you may do one of the activities in I-DEAS on page 15.

Student's Copy

CAREER EXPLORATION GUIDE

(Last Name) (First) (Date)

This is a guide for you to write notes while you are exploring a career cluster or specific careers. It will help you to remember details and information that may be lost if not recorded while the experience is fresh in your mind. It will also help your instructor to improve and develop more useful occupational resources.

Type of Exploratory Activity: ____________________

Source of Information: ____________________

Name of Occupational Cluster: ____________________

Related Careers: ____________________

____

____

____

Related Core Factors: (Studies in LAP 3.2.1)

Communications: ____________________

____

Measurement: ____________________

____

Skills: ____________________

____

Science: ____________________

____

Information: ____________________

____

What was the most interesting thing about this exploratory activity?

Tell why! ____

____

____

____

____

____

How useful was this to you? ☺ Useful 😐 So-So ☹ Not Useful

Do you have any suggestions for making this activity a more useful resource?

____

____

____

____

If you had your choice, would you choose this resource to explore occupational clusters?

__________ Yes __________ No

Instructor's Copy

CAREER EXPLORATION GUIDE

____
(Student's Last Name) (First)

____
(Date)

This is a guide for you to write notes while you are exploring a career cluster or specific careers. It will help you to remember details and information that may be lost if not recorded while the experience is fresh in your mind. It will also help your instructor to improve and develop more useful occupational resources.

Type of Exploratory Activity: ______________________________

Source of Information: ______________________________

Name of Occupational Cluster: ______________________________

Related Careers: ______________________________

____

____

____

Related Core Factors: (Studies in LAP 3.2.1)

Communications: ______________________________

____

Measurement: ______________________________

____

Skills: ______________________________

____

Science: ______________________________

____

Information: ______________________________

____

What was the most interesting thing about this exploratory activity?

Tell why! ____

____

____

____

____

____

How useful was this to you?

☺	😐	☹
Useful	So-So	Not Useful

Do you have any suggestions for making this activity a more useful resource?

____

____

____

____

If you had your choice, would you choose this resource to explore occupational clusters?

________ Yes ________ No

I-DEAS

1. Interview local employers with portable cassette tape recorders to explore clusters and related careers.

2. Compile a list of clusters in which your fellow students may have an interest but lack adequate resource materials. Help to evaluate any useful resources that may be of value in learning about clusters.

POST-TEST GUIDE

Do not begin this LAP until you have successfully completed LAP 3.2.1.

I. Using three (3) occupational clusters with four (4) specifically related careers to each cluster, the student will perform the following successfully, to the instructor's satisfaction:

(a) Select three (3) occupational clusters and identify four (4) related careers within each cluster, all of which seem interesting to you and in which you think you could be successful.

______________ Cluster (fill-in) ______________________

Related Careers: 1. ____________________

2. ____________________

3. ____________________

4. ____________________

______________ Cluster (fill-in) ______________________

Related Careers: 1. ____________________

2. ____________________

3. ____________________

4. ____________________

______________ Cluster (fill-in) ______________________

Related Careers: 1. ____________________

2. ____________________

3. ____________________

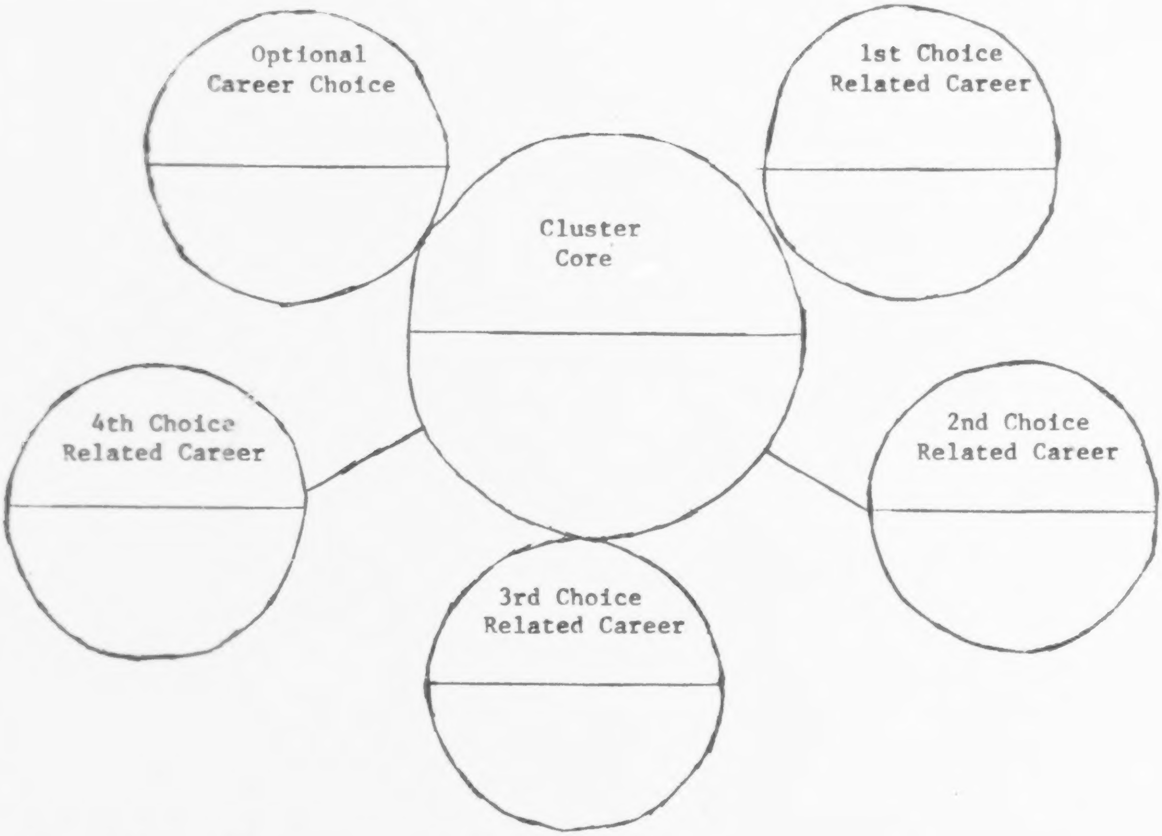
4. ____________________

POST-TEST GUIDE

____
Student's Name

Part A.
(Fill-in)

____
Choice 1, 2, or 3


Optional
Career Choice
1st Choice
Related Career
Cluster
Core
4th Choice
Related Career
2nd Choice
Related Career
3rd Choice
Related Career

1. Fill-in, if written; or follow, if oral.
2. Review the cluster core factors, and indicate where your background is similar to what is required in at least four (4) of the core factors. You may use your Occupational Folder if you wish.

    (a) Communication: ______________________________
    ____

    (b) Measurement: ______________________________
    ____

(c) Skills: ____________________________________

____

(d) Mathematics: _______________________________

____

(e) Science: ___________________________________

____

(f) Information: _______________________________

____

Other areas of your abilities, aptitudes, interests, hobbies, courses in school, or experiences that you have had:

____

____

____

II. Clearly identify the two (2) most interesting clusters by marking a number 1 in front of the most interesting cluster, and a number 2 in front of the second most interesting cluster.

III. Using the two (2) most interesting occupational clusters, complete the two (2) Pre-Test Guides to help document your knowledge of clusters and related careers. The Pre-Test Guides are to help show your Work Experience Education Coordinator that you can do the following:

(a) identify occupational clusters,

(b) identify four (4) related careers to each cluster,

(c) demonstrate your depth of knowledge of five (5) of the six (6) occupational career cluster core factors for at least two (2) of the clusters, and

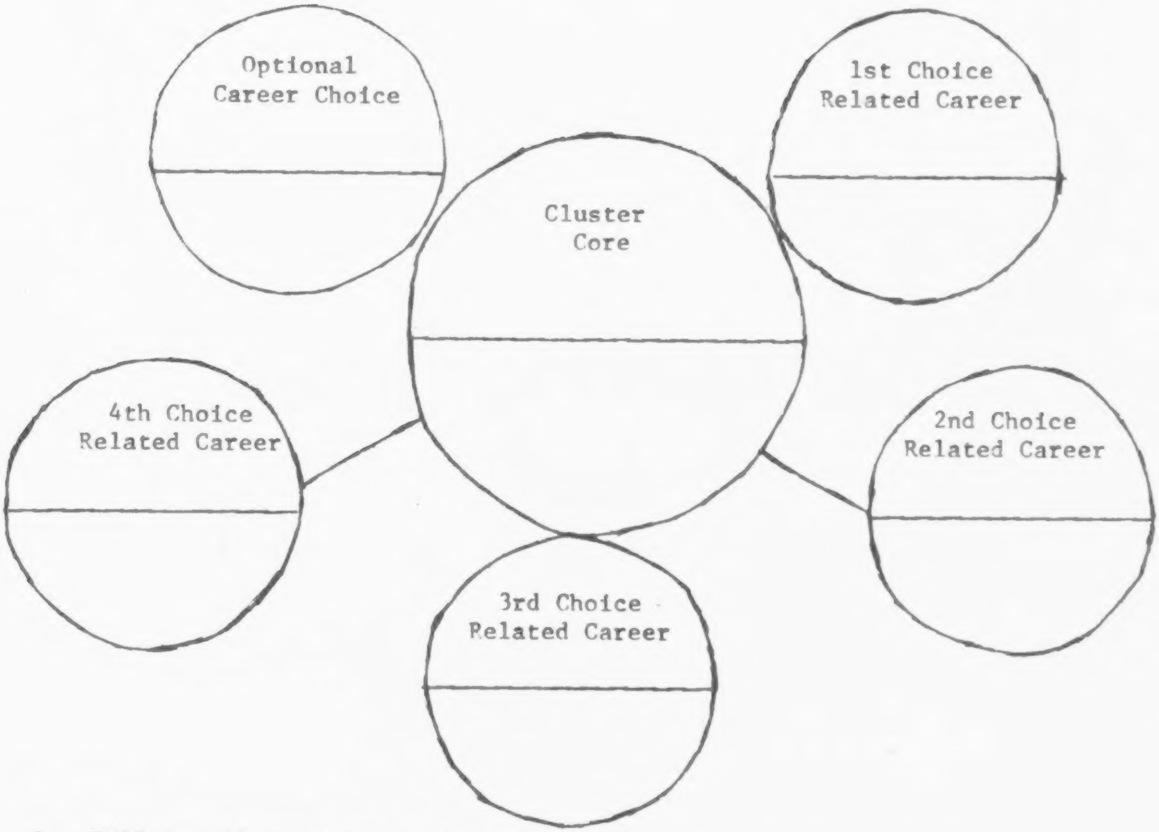
(d) demonstrate your ability to analyze information about yourself and careers to support your choices.

POST-TEST GUIDE

____
Student's Name

Part A.
(Fill-in)

____
Choice 1, 2, or 3


Optional Career Choice
1st Choice Related Career
Cluster Core
4th Choice Related Career
2nd Choice Related Career
3rd Choice Related Career

1. Fill in, if written; or follow, if oral.
2. Review the cluster core factors, and indicate where your background is similar to what is required in at least four (4) of the core factors. You may use your Occupational Folder if you wish.

   (a) Communication: ______________________________

   ____

   (b) Measurement: ______________________________

   ____

(c) Skills: ____

____

(d) Mathematics: ____

____

(e) Science: ____

____

(f) Information: ____

____

Other areas of your abilities, aptitudes, interests, hobbies, courses in school, or experiences that you have had:

____

____

____

II. Clearly identify the two (2) most interesting clusters by marking a number 1 in front of the most interesting cluster, and a number 2 in front of the second most interesting cluster.

III. Using the two (2) most interesting occupational clusters, complete the two (2) Pre-Test Guides to help document your knowledge of clusters and related careers. The Pre-Test Guides are to help show your Work Experience Education Coordinator that you can do the following:

(a) identify occupational clusters,

(b) identify four (4) related careers to each cluster,

(c) demonstrate your depth of knowledge of five (5) of the six (6) occupational career cluster core factors for at least two (2) of the clusters, and

(d) Demonstrate your ability to analyze information about yourself and careers to support your choices.

LAP Prepared by: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #

Type of Work Experience Education: GENERAL

Program Goal: 3.3 Explore the current and emerging opportunities for employment in the cluster of occupations related to your present employment.

Performance Objective: 3.3.1 Select two careers within the cluster of occupations related to your present job and identify opportunities for employment in them from: (1) current needs in your community, California, and the nation, and (2) anticipated needs for the next five years for your community, California, and the nation. Document your findings by using the Occupational Outlook Handbook, bulletins of the U.S. Dept. of Labor, HRD bulletins, and other library sources. Decide on one of the two careers and justify your choice.

NOTE TO THE STUDENT

By the time you complete this LAP you will have:

1. Become acquainted with sources for information regarding job outlook and opportunities.
2. Secured information on present and future prospects in two job stations.
3. Decided, on the basis of information available, which of two job stations offers the best potential for future employment.

RATIONALE

This LAP is designed to help you analyze present and future employment opportunities in jobs or careers related to your present employment.

DIRECTIONS

In this LAP you will analyze and graph present and future employment needs on local, state, and national levels for two career stations related to your present employment. You will write to various sources and request information that will be of benefit in completing this LAP.

PRE-TEST

1. Define the term "Cluster of Occupations" ____________________________________

____

____

____

2. Name three sources you could contact in your community for information regarding present and future opportunities for employment.

a. ____

b. ____

c. ____

3. What would be two possible sources of information about job opportunities on the state level?

a. ____

b. ____

4. Besides sources like the Occupational Outlook Handbook, the U.S. Department of Labor, the national headquarters or association for a specific occupation is often a good source of information on occupational opportunities, within that field, on the national level--how could you find out where to write for this information?

a. ____

b. ____

c. ____

5. If you had to decide on a career choice NOW what would it be?

____

6. How many people are working at the first job you selected?

Job Title ____________________________

In your community ____

In your state ____

In the nation ____

PRE-TEST (continued)

7. What is the predicted number of people who will be working at this job five years from now?

   a. In your community: ____________________

   b. In your state: ____________________

   c. In the nation: ____________________

If you score 80 points on the PRE-TEST, you should discuss with the Coordinator of Work Experience Education the possibility of skipping this LAP.

PRE-TEST

Scoring Key

1. Give up to 20 points for this response--acceptable response should include:

   Occupations that are closely related in that they require similar interests, aptitudes, abilities, and skills.

2. a. Chamber of Commerce
   b. Department of Human Resources Development
   c. Private Employment Agencies
   d. Industries located in the area or any other reliable source that may be indicated.

   Scoring: five points each up to a maximum of fifteen points.

3. a. Department of Human Resources Development
   b. State Office of Chamber of Commerce
   c. Any other valid sources indicated by the student

   Scoring: five points each up to a maximum of ten points.

4. a. Succeeding in the World of Work--Appendix 4
   b. Encyclopedia of Career and Vocational Guidance--at the end of each career section
   c. Occupational Outlook Handbook--at the end of each career section

5. Accept job title stated

   Scoring: no point value given

6. Numbers will depend on job title indicated. Check Occupational Outlook Handbook.

   Scoring: five points each up to a maximum of fifteen points.

7. Numbers will depend on job title indicated. Check Occupational Outlook Handbook.

   Scoring: five points each up to a maximum of fifteen points.

Total Possible Score: 90 points.
Acceptable Score: 80 points.

LEARNING ACTIVITIES AND RESOURCES

Complete all eight (8) ACTIVITIES in this LAP.

ACTIVITY 1

What is your present job title? ______________________________

ACTIVITY 2

The Dictionary of Occupational Titles - Volume II is one source for helping you find cluster occupations. From it or other sources decide on two careers, clustered to your present employment, that you will study and list the job titles below as indicated.

1. ______________________________
2. ______________________________

ACTIVITY 3

To get a general picture of employment opportunities and outlook, read pages 360 to 379 in Succeeding in the World of Work by Kimbrell and Vineyard, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1970.

ACTIVITY 4

Contact, in person, your local Chamber of Commerce, your school employment office, a private employment office and the Office of Human Resources Development to determine present and anticipated need in job opportunities in your community for both of the job titles you selected.

ACTIVITY 4 (continued)

		PRESENT NEED	ANTICIPATED NEED
(local)			
JOB TITLE #1			
JOB TITLE #2			

(Fill in values appropriate to your area by total number such as 7,951 or by hundreds such as 80 or by thousands such as 8; but be sure to label the number to show amount shown.)

ACTIVITY 5

Contact the local Department of Human Resources Development to determine present and future needs in the two classifications under consideration for the state level.

		PRESENT NEED	ANTICIPATED NEED
(state)			
JOB TITLE #1			
JOB TITLE #2			

ACTIVITY 6

Using the Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C. and the Bulletins of the Department of Labor determine the present and anticipated need in five years in the two career stations under consideration.

		PRESENT NEED	ANTICIPATED NEED
(national)			
JOB TITLE #1			
JOB TITLE #2			

ACTIVITY 7

Contact by letter specific area of work related to the two job titles you have selected. A source available might be Appendix 4 of Succeeding

ACTIVITY 7 (continued)

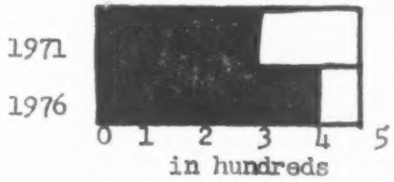
in the Work of Work and solicit information relative to present and five year needs. Compile the information in a scrapbook or on a bulletin board and turn into your Coordinator of Work Experience Education for evaluation.

ACTIVITY 8

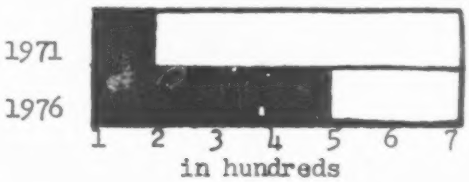
Construct three separate graphs for each job career station (see example below) to illustrate present and five year needs for your locality, state, and nation. (Use the form provided for ACTIVITY 8 on page 8 of this LAP.)

Local

JOB TITLE #1



JOB TITLE #2



FORM FOR ACTIVITY 8

LOCAL

	Job Title #1	Job Title #2
	____________________	____________________
Now		
5 yr		
	Shown in ________________	Shown in ________________

Which shows greatest potential at the local level? ______________

____

STATE

	Job Title #1	Job Title #2
	____________________	____________________
Now		
5 yrs.		
	Shown in ________________	Shown in ________________

Which job shows greatest potential at the state level? ___________

____

NATIONAL

	Job Title #1	Job Title #2
	____________________	____________________
Now		
5 yrs.		
	Shown in ________________	Shown in ________________

Which job shows greatest potential at the national level? _________

____

FORM FOR ACTIVITY 8 (continued)

If your information indicates that one job has greater potential at one level and the other at a different level give reasons why this could be. ____________________

____

____

____

POST TEST

1. How many people are working at the first job you selected?

   Job Title ______________________

   In your community ______________________

   In the state ______________________

   In the nation ______________________

2. What local agency was the best source of information about local job needs?

   ____

   What was it about this source that was better than any of the others you checked?

   ____

   ____

   ____

   ____

3. Does the information you gathered indicate that one of your selected careers has a greater prospect for the future than the other? __________

4. Did the resources you contacted in ACTIVITY 7 show significantly different current and future needs than were indicated by the Occupational Outlook Handbook or the bulletins of the U.S. Department of Labor?

   Yes?__________ No?__________

5. Does the information you gathered in this LAP indicate it might be wise to consider another career for a better future?

   Yes?__________ No?__________

If you score 45 points or more check with the Coordinator of Work Experience Education about work on I-DEAS related to this LAP. If your score is less than 40 points on this LAP, discuss with your Coordinator of Work Experience Education about what he wants you to do.

POST TEST

Scoring Key

1. Use the LAP information developed by the student to ascertain the correct response.

   Scoring: five points for each correct response up to twenty points.

2. Value of this response not to exceed 15 points. Quality to be determined by local Coordinator of Work Experience Education.

3. Yes or No

   Scoring: five points

4. Correctness of response to be determined by local Coordinator of Work Experience Education.

   Scoring: five points for correct answer

5. Yes or No

   Scoring: five points

Total Possible on this Post Test is 50 points.
Acceptable Score: 45 points.

I-DEAS

1. Some of your studies may have shown only slight increase in employment opportunities and others may have shown decreasing opportunities. Refer to the Occupational Outlook Handbook, The Encyclopedia of Careers and Vocational Guidance or any other reliable source to learn about 5 increasing or emerging occupations or fields.

   Use your imagination and prepare a class presentation (by film, video tape,pictures, drawings, illustrations, graphs, etc. on these occupational fields.

2. Do the same as above for 5 decreasing or declining occupations.

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 3.4 Identify the educational and training requirements of your present employment and compare these to the educational and training requirements of other careers.

Performance Objective: 3.4.1 Based upon the education and training required to enter the career which you think holds the greatest promise for you as a full-time employee, describe: (1) the requirements you have successfully completed, and (2) the requirements you must complete to be eligible for full-time employment. Describe your plans for completing these requirements and the time estimated to complete them.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify the educational and training requirements needed to enter the career which you think holds the greatest promise for you as a full-time employee.
2. Identify which requirements you have completed and which requirements you have yet to complete.
3. Describe your plans for completing these requirements for full-time employment at this career, and estimate the time needed to complete these requirements.

RATIONALE

This LAP is designed to help you identify the educational and training requirements necessary for full-time employment at the career which you think holds the greatest promise for you.

DIRECTIONS

In this LAP you will identify the educational and training requirements necessary for full-time employment at the career which you think holds the greatest promise for you; develop a plan for meeting these requirements; and estimate the time you need to complete the necessary education and training.

PRE-TEST

INSTRUCTIONS: This Pre-Test is designed to measure your understanding of the ideas expressed in Performance Objective 3.4.1 in this Learning Activity Package. Write your answers to the Pre-Test in the spaces provided.

1. What is a career? ______________________________

____

____

2. What is your understanding of the "educational requirements" for a job?

____

____

____

3. What is your understanding of the "training requirements" for a job?

____

____

____

4. Distinguish between educational requirements for employment and training requirements for employment.

____

____

____

____

5. What career have you identified as the career that holds the greatest promise for you as a full-time employee?

____

6. List the educational requirements necessary for full-time employment at the career you think holds the greatest promise for you.

____

____

____

7. List the training requirements necessary for full-time employment at the career you think holds the greatest promise for you.

____

____

____

8. Describe how you would develop a plan to complete these educational and training requirements necessary for full-time employment at the career you think holds the greatest promise for you. Include in this plan the time you estimate it will take you to complete these requirements.

____

____

____

____

____

____

____

____

____

____

____

If you cannot answer all of the questions above, proceed directly to Activity #1.

If all your answers to the Pre-Test are correct and clearly demonstrate that you understand the Performance Objective 3.4.1, your instructor will direct you to proceed immediately to the next Performance Objective 3.4.2.

PRE-TEST (Scoring Key)

1. "One's progress through life": "one's advancement or achievement in a particular vocation": "a lifework": "profession"; "occupation."

2. Educational requirements for a job are the highest level of formal teaching necessary to meet the needs at the work station.

3. Training requirements for a job are the highest level of instruction in the specific field or profession that is necessary to meet the need at the work station.

4. Educational requirements for employment are those necessary mental skills which are learned through formal teaching. The training requirements are the physical skills learned through instruction in the specific field or profession.

5. Self-explanatory.

6. Self-explanatory.

7. Self-explanatory.

8. Self-explanatory.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1, #2, #3, #4, and #5 are required.

ACTIVITY #1. This activity is designed to help you identify the career which you think holds the greatest promise for you as a full-time employee.

1. What career do you feel holds the greatest promise for you as a full-time employee?

   ____

2. When did you make this decision? ______________

   ____

3. What helped you to decide upon this particular career?

   ____

   ____

   ____

4. Did any particular person influence you in selecting this career as the one which holds the greatest promise for you as a full-time employee?

   ____

5. Are you now working at a career station that is related to this career? If your answer is "yes," state where your job is and what you do at your career station.

   ____

   ____

   ____

6. What classes are you taking in school that will prepare you for full-time employment at the career you have chosen?

   ____

   ____

   ____

7. State your reasons why you have selected this particular career as the one which holds the greatest promise for you as a full-time employee.

ACTIVITY #2. This activity is designed to help you determine the educational and training requirements necessary for full-time employment at the career you think holds the greatest promise for you.

1. Research the background of the career that you think holds the greatest promise for you, using any or all of the following sources to be found in the counseling offices, school or public libraries.

   VIEW - Vital Information for Education and Work
   DOT - Dictionary of Occupational Titles, by U.S. Employment
   Guide for Young Workers, by U. S. Dept. of Labor
   The Occupational Outlook Handbook, by U. S. Dept. of Labor
   Handbook of Job Facts, by Science Research Associates

2. On the basis of your research, list the educational requirements necessary for full-time employment at the career you think holds the greatest promise for you.

   ____
   ____
   ____
   ____
   ____
   ____

3. On the basis of your research, list the training requirements necessary for full-time employment at the career you think holds the greatest promise for you.

   ____
   ____
   ____
   ____
   ____
   ____

ACTIVITY #3. This activity is designed to help you identify the educational and training requirements that you have successfully completed for full-time employment at the career which you think holds the greatest promise for you.

1. Using the information compiled in Activity #2, list below those educational requirements which you have successfully completed.

2. Using the information compiled in Activity #2, list below those training requirements which you have successfully completed.

ACTIVITY #4. This activity is designed to help you identify the educational and training requirements you must complete to be eligible for full-time employment at the career which you think holds the greatest promise for you.

1. Using the information compiled in Activity #2, list below the educational and training requirements which you must complete to be eligible for full-time employment.

EDUCATIONAL Requirements To Be Completed	TRAINING Requirements To Be Completed

ACTIVITY #5. In this activity, you are to describe YOUR PLANS for completing the educational and training requirements necessary for full-time employment at your chosen career.

YOU HAVE COME A LONG WAY -

Using all the resources and study of these past activities in Performance Objective 3.4.1, you have analyzed the career you feel holds the greatest promise for you.

In Activity #3, you have identified those requirements you have completed.

In Activity #4, you have identified those requirements you have not completed.

NOW PROCEED -

Identify your career.

Describe your plans for:

the "HOW"

the "WHEN" and

"HOW LONG" it will take for you to complete those educational and training requirements necessary for full-time employment at your career.

DO IT YOUR OWN WAY -

Suggested forms:

Essay
Charts
Graphs
Art layouts
or whatever clever way you can to --

"Tell it Like it is"

208

POST-TEST

Your Post-Test is to submit for approval, to your Work Experience Education Coordinator, your completion and time plan that you developed in Activity #5.

If you have designed a successful and complete plan as described in Activity #5, you demonstrate that you understand the Performance Objective 3.4.1 and your sights are in the right direction.

CONGRATULATIONS!!!!!!!!!!

The I-DEAS that follow allow you to "project" even further. Remember, the I-DEAS are especially for YOU.

I-DEAS

1. Interview a person working as a full-time employee in the career that you think holds the greatest promise for you. Report the results in story form, or report it orally to your class.

2. Secure two (2) job applications for the career that you think holds the greatest promise for you. Fill out this application as you are now, and as you hope to be when you have the required education and training.

3. Discuss your future career with an employment counselor and report his advice and counsel in the space below.

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: GENERAL

Program Goal: 3.4 Identify the educational and training requirements of your present employment and compare these to the educational and training requirements of other careers.

Performance Objective: 3.4.2 In a group discussion, compare the educational and training requirements of the career you selected under Performance Objective 3.4.1, with the requirements for careers selected by other students. Of the careers discussed, select the one which is most appealing to you. Give as many reasons as you can for your choice.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Discuss educational and training requirements of a career you have selected.
2. Compare the educational and training requirements of a career you have selected with the educational and training requirements of careers selected by other students.

RATIONALE

This LAP is designed to help you discuss and compare the educational and training requirements of your career with the requirements of careers selected by other students, and to give reasons for your career choice.

DIRECTIONS

In this LAP you will discuss the educational and training requirements of a career you have selected with other students; compare the educational and training requirements of a career you have selected with the educational and training requirements of careers selected by other students; select the career which is most appealing to you after discussion; and give reasons for your choice.

PRE-TEST

INSTRUCTIONS: This Pre-Test is designed to measure your understanding of the ideas expressed in Performance Objective 3.4.2 in this Learning Activity Package. Write your answers in the spaces provided.

1. What career have you selected?

2. List three (3) reasons why you selected this career.

   A.

   B.

   C.

3. List three (3) educational requirements for the career you have selected.

   A.

   B.

   C.

4. List three (3) training requirements for the career you have selected.

   A.

   B.

   C.

5. What is a "RAP" session?

____

____

____

6. Do you feel that there are advantages to being involved in a RAP session with students to assist you in making a decision about your future career?

____

A. If you agree, explain: ______________________

____

____

____

____

____

____

____

B. If you disagree, explain: ____________________

____

____

____

____

____

____

____

If you cannot answer all of the questions presented in this Pre-Test, proceed directly to Activity #1. If you can answer all of the questions, see your instructor and he will instruct you to proceed to the next LAP.

PRE-TEST (Scoring Key)

1. Self-explanatory

2. Self-explanatory

3. Self-explanatory

4. Self-explanatory

5. A discussion group to present individual viewpoints about a a subject matter

6. Self-explanatory
   (a) Self-explanatory
   (b) Self-explanatory

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1 and #2 are required.

ACTIVITY #1. This activity is designed to: (a) enable you to discuss and compare the educational and training requirements of the career you selected in Performance Objective 3.4.1 with requirements for careers selected by other students, and (b) to select the one which is most appealing to you.

1. In the previous Learning Activity Package (Performance Objective 3.4.1), you identified the educational and training requirements for a career you have selected. Other students in your school have completed that Learning Activity Package, too, and have identified the educational and training requirements needed for their careers.

   Ask your Work Experience Education Coordinator to help you make arrangements to meet with a number of these students.

   The purpose of this "get-together" is to RAP and provide an opportunity for students to "share, compare, and discuss" educational and training requirements for different types of careers.

   Perhaps you will change your career choice; discover a better way to meet the educational and training requirements for your career choice: or make a "new friend" (female or male) who has similar career choice or mutual interest.

2. Each student present for the RAP session to "share, compare, and discuss" careers should have a copy of the educational and training requirements for his career that he developed in the Learning Activity Package for Performance Objective 3.4.1.

3. The purpose of this RAP session is:

   (a) to give each student an opportunity to share and discuss the educational and training requirements for his career choice.

   (b) to give each student an opportunity to ask questions and discuss the advantages and disadvantages of the career choice presented.

   (c) to stimulate each student to compare and analyze the advantages and disadvantages of his own career choice.

(d) to encourage each student to re-assess his career choice and decide to pursue his career choice; to re-evaluate his career choice: or to consider another career choice.

4. Which of the careers discussed in the RAP session is the most appealing to you?

____

____

ACTIVITY #2. This activity is designed to help you give reasons for selecting the career that was most appealing to you, after being involved in the RAP session in Activity #1.

References: Vital Information for Education and Work - VIEW
Dictionary of Occupational Titles - D.O.T.
Guide for Young Workers
The Occupational Outlook Handbook
Handbook of Job Facts

1. The career I have selected is: ______________________
____

   (a) My career choice before the RAP session was: __________
   ____

2. The educational requirements for this career are: __________
____
____
____
____
____

3. The training requirements for this career are: __________
____
____
____
____
____

4. The advantages (to me) of the career I have selected are:
____
____
____
____

5. The disadvantages (to me) of the career I have selected are:

6. This career is appealing to me because:

7. If you changed your career choice after the RAP session, explain why.

8. What do you plan to do about this (new/same) career choice you have made?

POST-TEST

INSTRUCTIONS: This Post-Test is to measure your understanding of Performance Objective 3.4.2. Write your answers in the spaces provided.

1. The career I have selected is: ______________________________

____

2. The educational requirements for this career are:

____

____

____

____

____

3. The training requirements for this career are:

____

____

____

____

____

4. The advantages of this career (to me) are:

____

____

____

____

____

5. The disadvantages of this career (to me) are:

6. The career I have selected appeals to me because:

7. If you changed your career choice due to the RAP session, explain why.

8. Do you feel you might change your career choice in the next two (2) years?

Why?

9. I would like to discuss my career plans with: ____________

____

____

The minimum level of acceptable performance is to be -- all answers correct as determined by your Work Experience Education Coordinator. The I-DEAS that follow this Post-Test allow you to increase your "in-depth" thinking and reasoning on your career choice.

POST-TEST (Scoring Key)

1. Self-explanatory

2. Self-explanatory

3. Self-explanatory

4. Self-explanatory

5. Self-explanatory

6. Self-explanatory

7. Self-explanatory

8. Self-explanatory

9. Self-explanatory

I-DEAS

1. If you have changed your career choice because of the RAP session, select the student who influenced your decision and hold a RAP session with this student.

   Summarize your findings after the RAP session in a written report to your Work Experience Education Coordinator.

2. If you have selected a new career choice, visit a person on-the-job in this career and discuss the educational requirements, training requirements, advantages, and disadvantages of this career.

   Report the results of this conference to your Work Experience Education Coordinator.

3. Find a student who is assigned to a career station that is similar to your career choice and discuss the advantages and disadvantages with him. Visit him, if possible, on-the-job.

4. Research your new career choice through means available to you.

   Discuss the results of your findings, your decisions, and your "plans for action" with your Work Experience Education Coordinator.

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: GENERAL

Program Goal: 3.4 Identify the educational and training requirements of your present employment and compare these to the educational and training requirements of other careers.

Performance Objective: 3.4.3 Based upon at least two (2) interviews with persons employed in the career you selected under Performance Objective 3.4.2, identify several levels of advancement related to that career. Outline the steps you must take and estimate the time required for you to attain the career level you desire.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify several levels of advancement related to the career you have selected.

2. Outline the steps you must take to attain the career level you desire.

3. Estimate the time required for you to attain your career level.

RATIONALE

This LAP is designed to help you interview persons employed in the career you have selected, to identify the levels of advancement in this career, and to estimate the time required for you to attain the career level you desire.

DIRECTIONS

In this LAP you will interview at least two (2) persons employed in the career you have selected; identify several levels of advancement related to that career; outline the steps you must take to attain that career; estimate the time required for you to attain the career level you desire.

PRE-TEST

INSTRUCTIONS: This Pre-Test is designed to measure your understanding of the ideas expressed in Performance Objective 3.4.3 in this Learning Activity Package. Write your answers in the spaces provided.

1. What do you mean by "levels of advancement related to a career?"

____

____

____

____

2. List below, the levels of advancement related to the career you have selected.

____

____

____

____

____

3. List below, the skills, training, and education required to reach the levels of advancement related to the career you have selected.

____

____

____

____

____

4. What is a career level?

5. Have you selected *your* career level? ____________________

If so, what is it? ____________________

6. Why did you select this particular career level within the career you have chosen?

7. How long do you think it will take you to reach your career level?

8. How do you plan to reach your career level?

If you cannot answer all of the questions presented in this Pre-Test, proceed directly to Activity #1. If you can answer all of the questions, see your instructor and he will give you further directions.

PRE-TEST (Scoring Key)

1. A series of stages or plateaus that require a satisfactory completion or demonstration of special skills or talent by test or performance

2. Self-explanatory. (Reference: VIEW, DOT, Occupational Handbook)

3. Self-explanatory. (Reference: VIEW, DOT, Occupational Handbook)

4. A career level is a plateau that is reached within a career by satisfactory demonstration of a skill or talent by test or performance.

5. Self-explanatory

6. Self-explanatory

7. Self-explanatory

8. Self-explanatory

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1 and #2 are required.

ACTIVITY #1. This activity is designed to enable you to interview at least two (2) persons employed in the career you have selected and identify several levels of advancement related to that career.

1. Select two (2) persons in your community who are employed in the career you have selected for your future, and make an appointment to meet them at their career stations.
2. Prior to keeping your appointment with the two (2) persons who are employed in the career you have selected, become a "research expert" -- i.e., find out all you can about this career, the levels of advancement, and the time it takes to advance. (You may refer to DOT, VIEW, The Occupational Handbook, library, etc.)
3. Using the information you have "discovered" through your "research" in #2 above, fill in the chart below.

Career:______________________________________

Levels of Advancement	Time Required For Advancement	Requirements Needed

4. During (or upon completion of) the interview with the persons in the career you have selected, fill out the reports on pages 6 and 7, using one report sheet for each person interviewed.

INTERVIEW #1

CAREER: ______________________________

CAREER LEVEL: __________________________

Levels of Advancement in Career	Time Required For Advancement	Skills/Training/Education Required

Does the person interviewed plan to proceed above his/her present career level?

____

What are his/her plans for future advancement? ______________________

____

____

____

INTERVIEW #2

CAREER: ______________________________

CAREER LEVEL: ______________________________

Levels of Advancement in Career	Time Required For Advancement	Skills/Training/Education Required

Does the person interviewed plan to proceed above his/her present career level?

____

What are his/her plans for future advancement? ______________________________

____

____

____

5. Did you find that the levels of advancement as outlined by the two (2) persons you interviewed were similar?

____

6. Did you find that the persons interviewed advanced in their career in the same way? ________

   Explain. ____

7. Did either of the persons interviewed advance faster than the other? __________

   Explain. ____

8. What conclusions did you make from your research and interviews?

ACTIVITY #2. This activity is designed to enable you to outline the steps you must take to attain the career level you desire, and to determine how much time it will take you to attain this career level.

1. Outline the steps you must take and the time required for you to attain the career level you desire. Below is a sample. Outline your steps on page 12.

"MY CAREER LADDER TO SUCCESS"

My Career Choice: ______________________________

My Career Level: ______________________________

Steps to Reach My Career Level

"And Away I Go"

Sample

Step	Grade	Age	Activity	Time Required
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3	11	16	Typing in Insurance Agency	Summer 1972
2	11	16	Cashier General Work Exp. Educ.	2/72 1 Sem. 6/72
1	11	15	Office Occupations Class	9/71 1 Sem. 1/72

I am here now

2. Compare your "advancement steps" on page 12 with the "advancement steps" of the two (2) persons you interviewed in Activity #1.

   (a) Do you feel that your advancement will be different from their advancement? ____________

   (b) If so, how?

   ____

   ____

   ____

   ____

   ____

3. How do you feel that you can "speed up" your advancement?

   ____

   ____

   ____

   ____

   ____

   ____

4. Do you feel that you will be satisfied when you reach your career level? __________

   Explain. ____________________________________

   ____

   ____

   ____

   ____

   ____

5. What factors do you think will influence your acceptance of your career level?

6. If you want to "reach" for a higher career level, what can you do about it?

"MY CAREER LADDER TO SUCCESS"

My Career Choice: ______________________________

My Career Level: ______________________________

Steps to Reach My Career Level

Step	Grade	Age	Activity	Time Required
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				

"And Away I Go"

I am here now

POST-TEST

INSTRUCTIONS: This Post-Test is to measure your understanding of Performance Objective 3.4.3. Write your answers in the spaces provided.

1. List below, the levels of advancement related to your career choice.

____

____

____

____

____

2. List below, the skills, training, and education required to reach the levels of advancement related to your career choice.

____

____

____

____

____

3. List below, your "path" and "time" required for you to reach your career level in your chosen career.

____

____

____

____

____

____

4. What factors do you think will influence you to reach for another career level (step) on your career ladder?

5. If you should decide to proceed "up your career ladder," what steps would you take?

6. List some "people and things" you will contact for information about career levels and career ladders.

The minimum level of acceptable performance is to be -- all answers correct as determined by your Work Experience Education Coordinator.

Look closely at the I-DEAS that follow this Post-Test.

Look to the future . . . .

YOU CAN BE A SUCCESS!!! . . . .

POST-TEST (Scoring Key)

1. Self-explanatory
2. Self-explanatory
3. Self-explanatory
4. Self-explanatory
5. Self-explanatory
6. Work Experience Education Coordinator, Work Experience Education Sponsor, teacher, counselor, VIEW, DOT, Occupational Handbook.

I-DEAS

1. This Learning Activity Package has been based upon the theory that you have selected your career and career level -- perhaps at this point you "are not sure" and would like to pursue a second or third career choice. Why not???

   (a) Use the material and charts developed in Activity #1 and Activity #2 to pursue one or more other careers that you think you might be interested in following. Build another career ladder --- or two or three --- (You may use pages 17 and 18.)

2. Now that you have completed Activities #1 and #2, discuss your findings and conclusions with your Work Experience Education Coordinator and:

   (a) "share and tell" information that helped you make your decision so that he can "share and tell" with other students.

   (b) "make yourself available" to other students who need career information and suggestions.

   (c) ask him for any additional information or suggestions regarding your career level and how to get there, or beyond, sooner!!!

3. Share your "research" with your Work Experience Education Sponsor and ask him for guidance; i.e., how can he give you experiences on-the-job to prepare you for your career choice?

4. Use a tape recorder to "record" one or more interviews with persons working at your selected career level.

   Re-play this tape for your own information and replay it for some of your friends who have your interest, too.

   Discuss the information on the tape with: (1) your friends, (2) your Work Experience Education Coordinator, and (3) your parents.

240

"MY CAREER LADDER TO SUCCESS"

My Career Choice: ______________________________

My Career Level: ______________________________

Steps to Reach My Career Level

"And Away I Go"

STEP	Grade	Age	Activity	Time Required
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				

I am here now

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: GENERAL

Program Goal: 3.5 Compare the educational and training requirements of a variety of careers to your potential for success in these careers.

Performance Objective: 3.5.1 Based upon what you have learned about yourself and selected careers, analyze your own career expectations. Compare these with: (1) your school achievement, (2) educational and training requirements of the careers considered, (3) your self-assessment, and (4) your capacity to delay reaching career expectations because of necessary education and training.

NOTE TO THE STUDENT

By the time you have completed this LAP you will have:

1. Compared the educational and training requirements of your selected career expectations with your school achievement.
2. Analyzed your aptitudes, interests, and values: and compared them with your career expectations.
3. Verbalized about your ability to pursue long-range goals.

RATIONALE

This LAP is designed to help you consolidate the information you have gathered about yourself and your career expectations and analyzed the degree of appropriateness of your choice.

DIRECTIONS

(Complete LAPS 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7 before doing this LAP.)

In this LAP you will determine the requirements for the desired occupational level, and analyze and evaluate yourself in terms of these requirements.

PRE-TEST

1. What is your career expectation? ______________________________

2. What sources of information would you investigate or contact to learn the training and experience necessary for your career objective?

   a.______________________________

   b.______________________________

   c.______________________________

3. What are the short-range goals or levels of advancements you might reach on the way to your major career objective?

   a.______________________________

   b.______________________________

   c.______________________________

   d.______________________________

   e.______________________________

4. How much specific vocational preparation is required to achieve skills to perform the job indicated in Question #1?

   ____

   ____

   ____

   ____

   ____

5. How does your school achievement influence your ability to achieve your career expectation?

   ____

   ____

   ____

   ____

   ____

6. Are you achieving well in areas that relate closely to your career expectations?

7. In light of the answers in Question #4 and the study of yourself in the LAPS on your interests, aptitudes, attendance, hobbies, values, interests in working with people, data, or things; explain and relate how your aptitudes, interests, etc., will help you achieve the specific vocational training you need for your career expectation.

8. Are the short-range goals or advancements listed in Question #3 in keeping with your capacity to delay reaching career expectations? Explain how. Are you an impatient person? Are you a person who will stick to a task until it is accomplished?

Minimum level of acceptable achievement is 80 points. If you achieve 80, you may skip the LAP.

PRE-TEST (Scoring Key)

1. Five points for answer.

2. Encyclopedia of Careers
   Dictionary of Occupational Titles
   Occupational Outlook Handbook
   Bulletins of Colleges
   Bulletins of specific professions

   Three points for each answer up to nine points

3. Answers must show some indications of having thought out some goals and be related to reaching expectation.

   Five points for each response up to 25 maximum

4. Check qualification profile of occupational families in D.O.T.

   Ten points

5. A response should include the idea that developing power to achieve at a young age will enhance your probability for success in reaching your career expectation. Also, you are laying a base of knowledge and ideas to build on for future success.

   Up to 15 points

6. Yes or No

   Five points

7. A response will have to be judged by Coordinator of Work Experience Education.

   Up to ten points

8. A response must show evidence of thought into understanding of self in relation to career expectations.

   Up to fifteen points

Possible total is 94 points.

LEARNING ACTIVITIES AND RESOURCES

Do all of the activities.

ACTIVITY #1. General descriptions of requirements for many of the occupations known today are stated in:

1. Encyclopedia of Careers and Vocational Guidance, Volumes I and II
2. Dictionary of Occupational Titles
3. Occupational Outlook Handbook

Also included are descriptions of levels of possible advancement. Read these descriptions and decide the level of advancement you desire to achieve. That level is:

____

ACTIVITY #2. On the form provided for Activity #2 on pages 7 and 8, compare the educational and training requirements with your school achievement in the subject areas required for each requirement. The directions are on the form.

ACTIVITY #3. In preceding LAPS, you have evaluated yourself in relation to:

a. Preference in working with people, data, things: Performance Objective 3.1.6

b. Aptitudes: Performance Objective 3.1.1

c. Interests: Performance Objective 3.1.2

d. Hobbies: Performance Objective 3.1.4

e. Values: Performance Objective 3.1.5

f. Achievement and attendance: Performance Objective 3.1.7

Now it is time to relate these to your specific career expectation, which is ______________________________. Review the information in these LAPS; then use the forms provided for Activity #3 on pages 9 and 10. Directions for the activity are on the form.

ACTIVITY #4. In order to become a secretary, it is necessary to learn to file, type, use a dictaphone, or take shorthand. It is often necessary also to know how to keep simple books and records. All of these can be viewed as short-range goals in your progress to the job you finally desire to attain (becoming a secretary).

Instead of filling out a form or illustrating a point, use your imagination and write a 500-word essay analyzing your ability to be pleased with success in each step along the way in acquiring your major career expectation -- or are you a type of person who has to reach a goal quickly?

ACTIVITY #5. In light of the evaluations of your job and yourself in Activities #1-4 of this LAP, do you feel it is wise to continue in this area, or would it be wise to look into other goals?

____

____

____

____

FORM FOR ACTIVITY #2

Career Expectation: ______________________________

In Column 1, list the requirements and levels of possible advancement as gained from the resources in Activity #1. In column 2, list the subjects you are taking and have taken that are related to each of the requirements or levels of advancement, and record the grades you are achieving or have achieved in each subject.

COLUMN I Requirements	COLUMN II Related School Subjects and Grades

After filling out this form, study it carefully; then on the next page, in Section I, list the requirements and level of advancement as listed in Column I in which your school achievement is A or B; in Section II, list those requirements in which school achievement level is C; and in Section III, list requirements and level of advancement in which school achievement level is D or F. In Section IV, decide whether your level of school achievement is such that you can expect to achieve the level of career advancement you desire. Give the reasons to explain your decision.

FORM FOR ACTIVITY #2

SECTION I: Requirements with school achievement A or B:

SECTION II: Requirements with school achievement C:

SECTION III: Requirements with school achievement D and F:

SECTION IV: Evaluation on ability to reach career expectation:

FORM FOR ACTIVITY #3

Career Expectation: ______________________________

The test you took in the earlier LAPS rated you in aptitudes; interests; and interest in working with people, data, and things. Place these test ratings in the appropriate column. Use the information in the LAPS on hobbies, values, and attendance to fill in columns 5, 6, and 7. If your hobbies and values are strong in the item in column 1, put a plus (+) in the correct column; if they are very definitely unrelated, put a minus (-); if there is no indication either way, leave the space blank. If your school attendance is good in areas in column 1, put a plus (+); if poor, put a minus (-).

EDUCATION AND TRAINING REQUIREMENTS TO REACH CAREER EXPECTATION COLUMN I	PEOPLE DATA THINGS (2)	APTITUDES (3)	INTERESTS (4)	HOBBIES (5)	VALUES (6)	ATTENDANCE and ATTITUDE (7)

After you have filled out the form, study the results. Then in Section I on the next page, list the items in Column 1 in which your answers in the other columns are mostly positive or favorable. In Section II, list the items in Column 1 in which the answers in the other columns are mostly negative or unfavorable. In Section III, decide whether most of your items are in Sections I or II. In Section IV, decide whether your aptitudes, interests, hobbies, interest in working with people, data, or things, etc. blend with your career expectations. Explain your decision.

FORM FOR ACTIVITY #3

SECTION I: Requirements with mostly positive responses:

____

____

____

____

____

SECTION II: Requirements with mostly negative responses:

____

____

____

____

____

SECTION III: Are most responses positive or negative?

____

SECTION IV: Do items in columns 2-7 blend well with career expectations?

____

FORM FOR ACTIVITY #4

Write a 500-word essay as explained on page 4.

POST TEST

1. Your career objective is: ________________________________.

2. List, for each of the aptitudes below, the level required for average performance of the career listed above.

   a. Intelligence ________
   b. Verbal ________
   c. Numerical ________
   d. Spatial ________
   e. Form perception ________
   f. Clerical perception ________
   g. Motor coordination ________
   h. Finger dexterity ________
   i. Manual dexterity ________
   j. Eye-hand-foot coordination ________
   k. Color discrimination ________

3. Cite three (3) specific educational and/or training requirements for achieving your goal.

   a. ____
   b. ____
   c. ____

4. Indicate the interest area, or items you should show an interest in, recommended for success in this career.

   ____
   ____
   ____
   ____

5. How does your school achievement influence your ability to achieve your career expectation?

   ____
   ____
   ____
   ____
   ____
   ____

6. In light of questions 2, 3, and 4 above, explain and relate how your aptitudes, interests, etc. will help you achieve the specific vocational training you will need for your career expectation.

7. Is your personality such that you can be satisfied with using short-range goals as stepping stones to your ultimate goal? Explain.

POST TEST (Scoring Key)

1. Five points for a realistic response.

2. Check Volumn II of Dictionary of Occupational Titles, Work Trait section.

   Three points for each correct response (total 33 points)

3. Refer to form for Activity #2 of this LAP.

   Five points for each correct response up to fifteen.

4. Refer to Activity #3 of this LAP.

   Five points

5. A response should include the idea that developing power to achieve at a young age will enhance your probability for success in reaching your career expectation. Also, you are laying a base of knowledge and ideas to build on for future success.

   Up to fifteen points

6. A response will have to be judged by the Coordinator of Work Experience Education.

   Up to ten points

7. A response will have to be judged by Coordinator of Work Experience Education and must show evidence of thought into understanding of self in relation to career expectations.

   Up to fifteen points

Total of 88 possible points.

IDEAS

1. Prepare or write a skit illustrating what happens to a person who doesn't achieve well in school. There may be many reasons for poor achievement -- use several people, each illustrating a different reason for poor achievement. Show what happens to these people as related to their career expectations.

2. Draw a cartoon series illustrating the impatient person who does not have the capacity to delay career expectations to achieve necessary education and training.

3. Write an "Aesop Fable" to illustrate either of the above situations.

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____________

Type of Work Experience Education: GENERAL

Program Goal: 3.5 Compare the educational and training requirements of a variety of careers to your potential for success in those careers.

Performance Objective: 3.5.2 After interviewing at least two persons who work in unrelated careers, and considering all you have learned about yourself and these careers through your prior research, provide reasons why you think each career is either realistic or unrealistic for you

NOTE TO THE STUDENT

By the time you have completed this LAP you will be able to:

1. Interview people to determine how aptitudes, interests, job requirements, job opportunities, and job obligations all fit together and fit you.
2. Apply the information gathered from these interviews to your own career choice.

RATIONALE

This LAP is designed to help you learn how to compare your self-assessment with requirements of various career stations and make appropriate decisions based on these comparisons.

DIRECTIONS

In this LAP you will interview people working on the job, compare the information gathered in the interviews with your own self-assessment and evaluate if either job is of value to you for consideration as a possible career objective.

PRE-TEST

1. List 8 kinds of information that you should know when studying whether or not a job or career is realistic for you.

a. ________________ b. ________________

c. ________________ d. ________________

e. ________________ f. ________________

g. ________________ h. ________________

2. List 5 available sources you may utilize to gather the above information.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

3. List 5 local resources that you might have used for an interview contact (i.e. 5 banks or 5 service stations but related to two career fields unrelated to your present career station.)

CAREER FIELD #1	CAREER FIELD #2
________________	________________
Sources:	Sources:
1. ________________	1. ________________
2. ________________	2. ________________
3. ________________	3. ________________
4. ________________	4. ________________
5. ________________	5. ________________

4. Indicate the specific training required for each of the two unrelated careers.

Career #1 ________________

____

____

PRE-TEST (continued)

Career #2 ______________________________

____

____

Minimum acceptable level of achievement on this pre-test is 130 points. If your score equalled or exceeded this number, you may skip this LAP.

PRE-TEST

Scoring Key

1. a. Potential Earnings
   b. Education required
   c. Special training required
   d. Aptitudes essential for success
   e. Interests essential
   f. Job duties
   g. Work Environment
   h. Opportunities for advancement

   Scoring: 5 points for each acceptable response up to maximum of forty points.

2. One response must be--Interview person working at a particular job.

   Other responses may include:
   Chamber of Commerce
   Occupational Guide
   Occupational Outlook Handbook
   House Materials on Specific Industries
   or any other acceptable source

   Scoring: Item required is worth 15 points. Each other response is worth five ponts each. Total score is thirty-five for this item.

3. Score five points each for acceptable responses up to a maximum of fifty.

4. Score ten points each for acceptable responses up to a maximum of 20 points.

TOTAL possible score on this pre-test is 145 points.
Acceptable score is 130 points.

LEARNING ACTIVITIES AND RESOURCES

Complete all four (4) of the following activities.

ACTIVITY 1

You may be considering or are interests in specific careers. If not, select two unrelated ones. Use the Dictionary of Occupational Titles, The Encyclopedia of Careers and Vocational Guidance or the Occupational Outlook Handbook if you need ideas.

The two careers you have selected are:

1. ______________________________

2. ______________________________

ACTIVITY 2

Make an appointment to interview someone working in each of the careers indicated in ACTIVITY 1. Tape the interview for later reference if you can, if not make notes. (A tape recorder may be available through the school.) You should cover such points as those below in the interview.

a. Aptitudes
b. Interests
c. Attitudes
d. Education and training requirements
e. Pay
f. Working conditions
g. Job opportunities
h. Professional and/or labor organization membership requirements.

ACTIVITY 3

In LAPS 3.1.1, 3.1.2, 3.1.4, 3.1.5, 3.1.6, and 3.1.7 you made a self-evaluation relative to your aptitudes, interests, hobbies, values, and attendance. Review these LAPS and then on the form provided for ACTIVITY 3 on page 9 rank yourself in these areas as compared to the information gained from the interviews in ACTIVITY 2.

FORM FOR ACTIVITY 3

Follow the instructions given in the column titled "Directions" for indicating which aspects are of importance for success in this career field.

In the columns for Career Station #1, Self-Assessment, Career Station #2, and Self-Assessment Career Station #2 indicate your level of preparedness by placing a minus sign (-) if you are unprepared or below average, an equal sign (=) if you are average, and use a plus sign (+) if above average in that particular aspect of the career station requirements.

EXAMPLE:

	Career Station #1 Requires	Self-Assessment C.S. #1	Career Station #2 Requires	Self-Assessment C.S. #2
Aptitudes:	Above Avg. Intelligence	-	Average Intelligence	=
	Good spatial	+	Finger dexterity	+
	Good numerical Ability	+	Eye-hand Coordination	=

(to be continued for as many as are considered important to that career)

DIRECTIONS	CAREER STATION 1	SELF-ASSESSMENT C.S. 1	CAREER STATION 2	SELF-ASSESSMENT C.S. 2
List all aptitudes for each career indicated				
List all hobbies related to each career				
Indicate People, Data Thing Involvement				
Education And training Requirements				

ACTIVITY 4

List three (3) reasons why each of these careers indicated in ACTIVITY 3 on Page 9 would be realistic or unrealistic for you. (Do they relate to your interests, training, aptitudes, preferences, etc. ?)

CAREER 1:

A. ______________________________

B. ______________________________

C. ______________________________

CAREER 2:

A. ______________________________

B. ______________________________

C. ______________________________

POST TEST

1. List 8 kinds of information you should have when studying or comparing possible career choices.

A. ______________________ B. ______________________
C. ______________________ D. ______________________
E. ______________________ F. ______________________
G. ______________________ H. ______________________

BONUS:

List any other kinds of information you feel is essential in order to make career decisions.

A. ____
B. ____
C. ____

2. How much education is required for each of the two unrelated careers you studied?

CAREER #1 ____

____

CAREER #2 ____

____

3. List 5 job duties for each of the two careers you studied.

CAREER #1

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

5. ______________________

CAREER #2

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

5. ______________________

Minimum level of acceptable performance is 95 points. If you scored 110 or more check with your Coordinator of Work Experience Education for possible in-depth educational activities in this area.

POST TEST

Scoring Key

1. a. Job Duties
   b. Potential for Advancement
   c. Potential Earnings
   d. Aptitudes Essential for Success
   e. Education Required
   f. Interests Essential for Success
   g. Training Required
   h. Work Environment

   Scoring: Five points each up to a maximum of forty points.

   BONUS

   Score ten points for each acceptable response not included above up to a maximum of thirty points for this item.

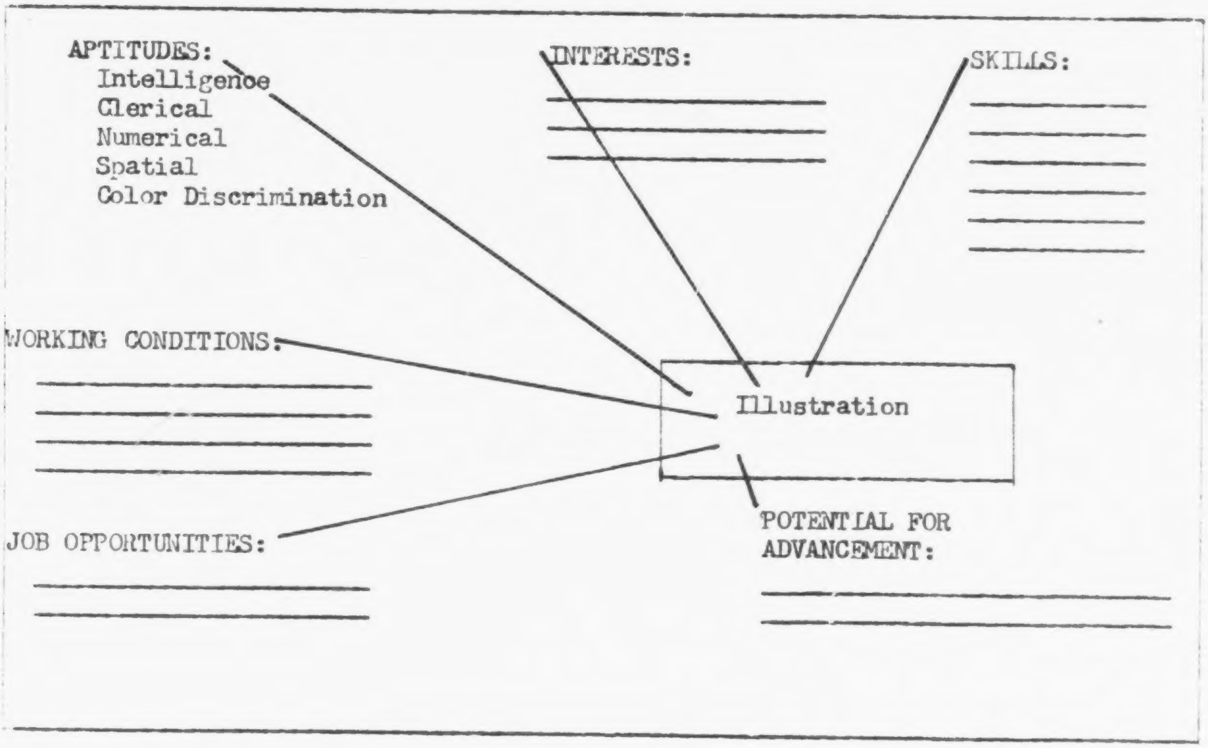
2. Score up to ten points for each acceptable response up to a maximum of twenty points.

3. Score three points for each duty listed up to a maximum of thirty points.

Total Possible Points on Post-Test: 120 Points.

I-DEAS

1. Select one specific aspect or job activity of each career station and illustrate it by taking, securing or drawing a picture (or you may use a pamphlet about the job provided by the business you visited). Using this illustration mounted on a piece of posterboard, specify what interests, aptitudes, preferences, skills, working conditions (including pay) and any other details you gained in your interview are involved. (See Illustration.)


APTITUDES:
Intelligence
Clerical
Numerical
Spatial
Color Discrimination
INTERESTS:
SKILLS:
WORKING CONDITIONS:
Illustration
JOB OPPORTUNITIES:
POTENTIAL FOR ADVANCEMENT:

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________________

Type of Work Experience Education: GENERAL

Program Goal: 3.5 Compare the educational and training requirements of a variety of careers to your potential for success in those careers.

Performance Objective: 3.5.3 Assuming that your career goal is a long-range one and that achieving it requires completion of a series of short-range goals, indicate what short-range goals you have already reached. Prepare a road map which indicates your destination (Long-range career goal) and all the in-between points (Short-range goals). Explain how you can compensate (detour)for failure to reach some in-betwenn points (Short-range goals).

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Visualize what part of your long-range goal is already completed.
2. Plan various routes to accomplish or approach the remaining goals.
3. Consider ways to compensate for difficulty or failure to attain specific short-range goals.

RATIONALE

This LAP is designed to help you develop a systematic approach through short-range goals to gain your career objective.

DIRECTIONS

In this LAP you will map out your short-range goals, determine a route through them to get to your long-range goal and determine an alternate route in case of difficulty in accomplishing some.

PRE-TEST

1. What is meant by short-range goals? ____________________

____

____

____

2. What are ways to compensate (detour) for failure to reach some of the short-range goals you might have?

    a. ____________________________________

    b. ____________________________________

    c. ____________________________________

    d. ____________________________________

    e. ____________________________________

3. **List** four short-range goals you must accomplish on your journey to a career destination.

    a. ____________________________________

    b. ____________________________________

    c. ____________________________________

    d. ____________________________________

4. If you should fail in achieving point "a" in Question 3, what would be a specific way to compensate for it?

____

____

____

____

PRE-TEST

Scoring Key

1. Short-range goals are those goals which must be achieved (gained) before the achievement of a long-range (ultimate) goal can be realized.

   Score ten points.

2. a. Select another occupation that doesn't have that requirement.

   b. Some substitute activity or experiences may be acceptable.

   c. Various methods of approach to subject may be available such as on-the-job training may be just as good as a college degree where qualifications for a particular position are concerned.

   d. Apply to another company for a similar position.

   e. Express willingness to transfer to another office of firm.

   Other answers will vary according to the long-range goal and will have to be evaluated by the Coordinator of Work Experience Education.

   Score five points each up to a maximum of 25 points.

3. Accept any reasonable answers that show the student has given thought and study to the question.

   Score five points each up to a maximum of 20 points.

4. i.e. If high school graduation is one step and the student has been a drop-out, he can enroll in adult education classes.

   Score ten points.

Possible Score: 65 Points

LEARNING ACTIVITIES AND RESOURCES

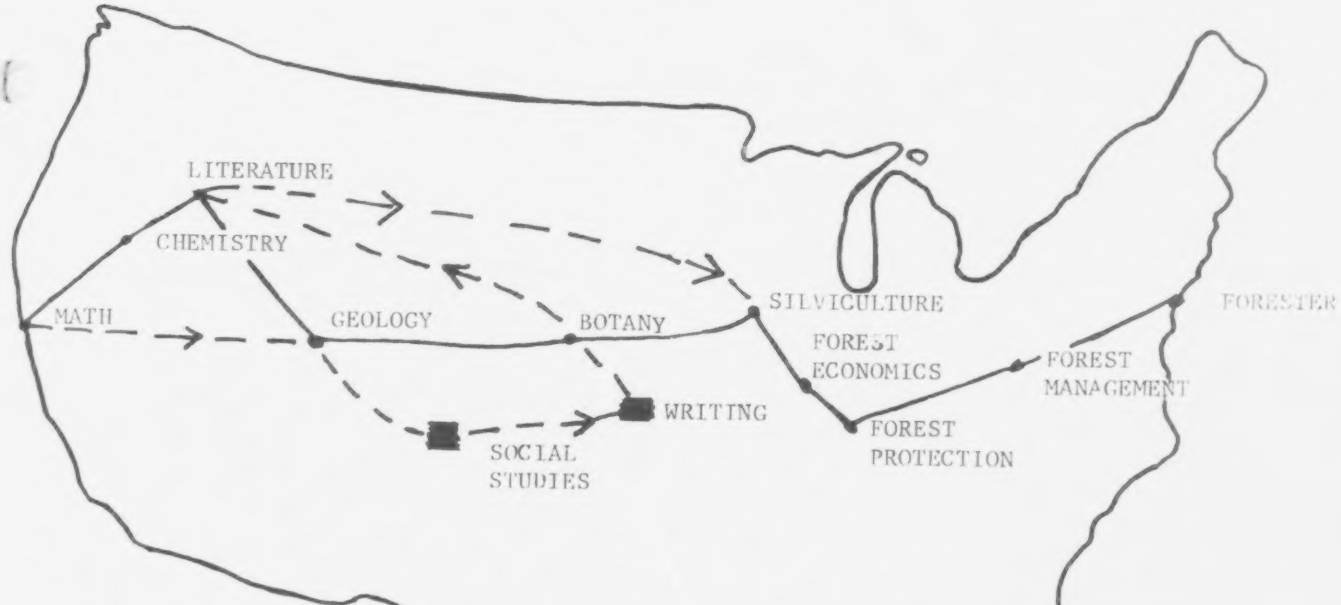
Do all of the activities in this LAP.

ACTIVITY 1

The Encyclopedia of Careers and Vocational Guidance - Volume II states that in order to be a professional forester one must graduate from a four-year university-level school of forestry. The course includes study in silviculture (reproducing trees), forest management, forest protection, forest economics, and forest utilization. In order to study these courses a student must have a good foundation in mathematics, surveying, chemistry, physics, botany, zoology, soil science, and geology as well as studies in literature, social studies, economics, and writing.

Your career objective is a long-range goal with many short-range goals along the way.

In LAPS 3.4.1 and 3.4.2 you have studies the training and education necessary to reach your goal. Some of these goals must be attained before others can be embarked upon. Indicate on the road map the sequence of short-range goals on your route to the major objective. Use form provided on page 7.

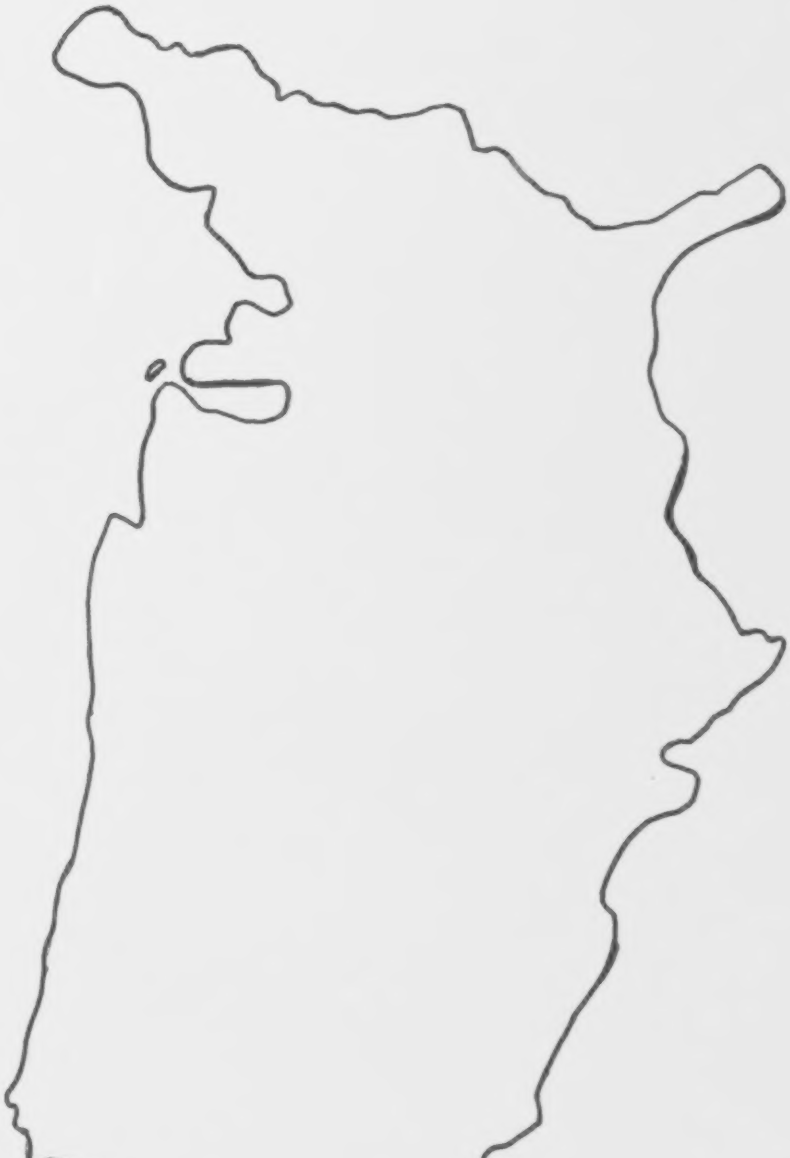

LITERATURE
CHEMISTRY
MATH
GEOLOGY
BOTANY
SILVICULTURE
FORESTER
FOREST ECONOMICS
FOREST MANAGEMENT
WRITING
FOREST PROTECTION
SOCIAL STUDIES

ACTIVITY 2

Some of these goals you may have already attained. Show your progress toward the ultimate destination by shading in the part of the map or route you have already achieved. (See shaded areas in example on page 5.

FORM FOR ACTIVITIES 1 AND 2

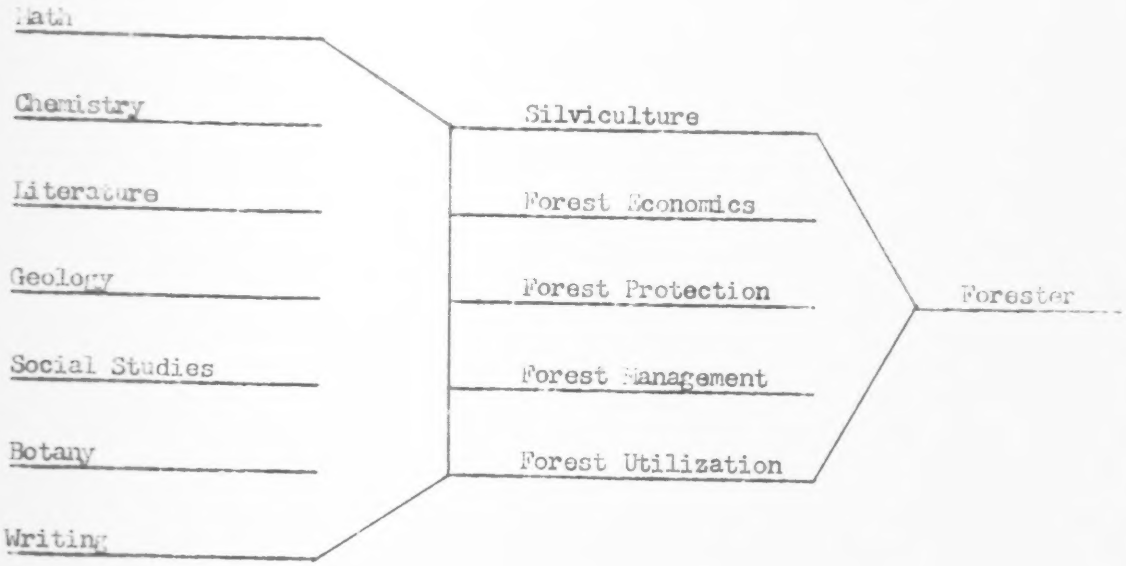
Follow directions on Page 5 for Activity 1 and on Page 6 for Activity 2.



ACTIVITY 3

Some of these training requirements may take longer or be more difficult than others. Is it possible to work on several at the same time and possibly several side ones while struggling with others? On the form provided on page 9 indicate which of your requirements can be handled simultaneously.

i.e.


Math
Chemistry
Literature
Geology
Social Studies
Botany
Writing
Silviculture
Forest Economics
Forest Protection
Forest Management
Forest Utilization
Forester

FORM FOR ACTIVITY 3

FIRST SHORT GOALS TO WORK ON TOGETHER	NEXT SHORT GOALS TO WORK ON TOGETHER	FINAL GOAL
________________	________________	
________________	________________	
________________	________________	
________________ →	________________ →	________________
________________	________________	
________________	________________	
________________	________________	
________________	________________	

ACTIVITY 4

Activities 1, 2, and 3 are related to the training and/or education you would need for your first job. Now--what short-range goals must you achieve to reach your long-range goal in life? As an example, you might want to be a superintendent of a public school district. In order to accomplish this you may have to be, in chronological order, a teacher, vice-principal, principal, supervisor, and assistant superintendent before reaching the top or ultimate goal.

Using this as an example, list your long-range life goal and the short-range goals to get there.

Ultimate Goal: ____________________________________

A. ____________________________________

B. ____________________________________

C. ____________________________________

D. ____________________________________

E. ____________________________________

F. ____________________________________

G. ____________________________________

ACTIVITY 5

It is often necessary to consider various ways of meeting our problems. In getting the necessary training for one of the short-range goals, some possibilities for compensating for failure are:

a. learn elementary skills better in order to add new ones.
b. try a new approach to learning as on-the-job training instead of classroom approach.
c. substitute a closely related skill or subject.
d. select another occupation which uses similar aptitudes, interest, skills but does not require the one specific area that can't seem to be conquered.

Future short-range goals might be achieved by other means. For example, if you are assistant manager of a savings and loan association and your long-range goal is to be manager of the unit but you feel the current manager is not going to vacate the job to make a place for you, you might consider one of the following alternatives:

a. seek employment by another company

b. indicate willingness to be transferred in your present company

c. start your own savings and loan association

Assume that the last short-range goal, prior to the achievement of your long-range goal, as stated in ACTIVITY 4, has, in the approach you have been using, been denied your attainment. Detail an alternate route you may attempt in order to get by this final short-range goal.

Specify:
a. What is the short-range goal?
b. What method have you attempted?
c. What alternate methods are possible?
d. Which alternate route is best for you and why?

a. ____

b. ____

____

c. ____

____

____

d. ____

____

____

POST-TEST

1. What is meant by short-range goals? ______________________________

____

____

____

2. What are ways to compensate (detour) for failure to reach some of the short-range goals you might have?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

3. List four short-range goals you must accomplish on your journey to a career destination.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

4. If you should fail in achieving "a" in Question 3, what would be a specific way to compensate for it?

____

____

____

____

Minimum level of acceptable performance is 45 points. Check with Coordinator of Work Experience Education about I-DEAS for this LAP.

POST-TEST

Scoring Key

1. Short-range goals are those goals that must be achieved (gained) before the achievement of the long-range (ultimate) goal can be realized.

   Score ten points.

2. a. Select another occupation that doesn't have that requirement

   b. Some substitute activity or experiences may be acceptable

   c. Various methods of approach to subject may be available such as on-the-job training may be just as good as a college degree where qualifications for a particular position are concerned.

   d. Apply to another company for a similar position.

   e. Express willingness to transfer to another office of firm.

   Other answers will vary according to the long-range goal and will have to be evaluated by the Coordinator of Work Experience Education.

   Score five points each up to a maximum of 25 points.

3. Accept any reasonable answers that show the student has given thought and study to the question.

   Score five points each up to a maximum of 20 points.

4. i.e. If high school graduation is one step and the student has been a drop-out, he can enroll in adult education classes.

   Score ten points

65 Points Possible

I-DEAS

1. Make an appointment with a person who is working in the area that is your long-range goal or related to your long-range goal. During the interview ask:
    a. What short-range goals he saw while working toward long-range goal?
    b. Did he have difficulty in achieving any short-range goals?
    c. Was the difficulty due to the approach taken or inability to reach the desired result?
    d. How did he compensate or redirect his efforts to accomplish the desired results?

LAP Prepared By: Burnett P. Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: GENERAL

Program Goal: 4.1 Maintain the personal grooming and dress required in your present work environment.

Performance Objective: 4.1.1 Given descriptions of personal grooming and dress which are required in a variety of work environments, select those which are important to your present job. Describe why they are important in any way acceptable to your Work Experience Education Coordinator.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify your strong and weak points in personal grooming and dress.
2. Identify a minimum of ten (10) dress and grooming requirements in your work area.
3. Assess the importance of good grooming and dress requirements and be able to give good and bad examples of requirements discussed.

RATIONALE

This LAP is designed to help you discover what the dress and grooming requirements of your work station are, and how you compare to them.

DIRECTIONS

In this LAP you will interview employers, both in and out of your work area; give an oral report on dress requirements with good and bad examples of each; tape interviews with fellow students, faculty, and employers; construct a bulletin board; and be evaluated by your Work Experience Education Coordinator on appearance and dress.

PRE-TEST

INSTRUCTIONS:

1. Place a check mark before each item in the list that applies to you.

2. When you have checked all items necessary, total number of checks and enter in space provided.

3. If you have checked fewer than five (5) items, you may proceed to the FINAL (POST) TEST.

4. Give the Pre-Test to your Work Experience Education Educator to file for future comparisons.

PRE-TEST

PERSONAL GROOMING AND DRESS REQUIREMENTS

Frequently we offend others unknowingly. The list that follows was compiled from the results of hundreds of answers to the question, "What physical traits keep people from presenting a good appearance and hence hurt their personalities and job opportunities?"

DIRECTIONS: Place a check mark before each item that APPLIES TO YOU.

______ Dirty fingernails
______ Dirty hands
______ Heavy make-up
______ Powder smears or dabs
______ Yellow or unclean teeth
______ Food between teeth
______ Visible bad blackheads
______ Pimples on face
______ Dirty neck
______ Dirty ears
______ Greasy hair
______ Dirty scalp
______ Dandruff
______ Hair not neat
______ Ragged fingernails
______ Dirty shirt or blouse
______ Dirty collar and cuffs
______ Soiled suit or dress
______ Runs visible in hose
______ Holes visible in hose
______ Unshined shoes
______ Dirty, dusty shoes
______ Do not bathe once a day
______ Do not use a deodorant
______ Do not brush teeth twice a day
______ In appropriate clothes
______ Stooped shoulders
______ Slouchy walking
______ Awkward position
______ Hair not combed
______ Greasy skin
______ Gaudy fingernails
______ Broken shoestrings
______ Buttons missing
______ Tie poorly tied
______ Tie wrinkled
______ Clothes fitted poorly
______ Collar wrinkled
______ Wrinkled suit or dress
______ Soiled, dusty purse

Number of checks ________

Look over the items that you have checked. Every one is a personality defect in the eyes of some other person. Every one of these defects can be eliminated.

If you checked more than fifteen (15) items, you are in pretty bad shape. Drastic action is necessary.

If you checked between five (5) and ten (10) items, you are below average in neatness and should do something about it.

If you checked fewer than five (5) items, you are neater and better groomed than the average man or woman on the street, and without working the LAPS may proceed to the FINAL (POST) TEST.

LEARNING ACTIVITIES AND RESOURCES

Required Activities:

1. Interview in person, five employers in businesses other than the one in which you are working. Ask each employer what personal grooming and dress requirements are for his employees and complete the form, STUDENT SURVEY 1A -- PERSONAL GROOMING AND DRESS REQUIREMENTS.

2. Interview in person, five employers in your work area and list their requirements for personal grooming and dress of their employees and complete the form, STUDENT SURVEY 1A -- PERSONAL GROOMING AND DRESS REQUIREMENTS.

3. Compare dress and grooming requirements for your present job area and other job areas and make a list of the ten most mentioned requirements using Form #18. Give an oral report, maximum of three (3) minutes in which you discuss the five most common grooming and five most common dress requirements, giving good and bad examples of each.

Alternate activities: Complete two (2) out of four (4) activities.

1. Given a list of fifteen (15) personal grooming and dress requirements, STUDENT SURVEY 1C -- PERSONAL GROOMING AND DRESS REQUIREMENTS, number them in order of importance to you. Select ten (10) companies in your geographical employment area, five in your job area and five in other job areas, asking them to number the requirements of good grooming and dress for their employees in order of importance to the company. When the survey has been returned, compare your original list with the employers' list, using Form #18, and combine them so that you have a list of at least ten (10) of the most mentioned requirements. Select the five requirements that rank the highest and write a report discussing why you feel the requirements are important, giving good and bad examples of each. The report will be equal to or greater than three typewritten pages, double spaced.

2. Tape interviews with fellow students, faculty, and employers in your work area, using SURVEY FORM 1C -- PERSONAL GROOMING AND DRESS REQUIREMENTS. Compile a list from each set of answers and rank them in order of most mentioned to least mentioned.

3. Construct a Bulletin Board showing Grooming and Dress Requirements, that in your opinion, would be important in your present work area. Discuss with class the reasons for your selections, and other selections the class might bring forth.

4. Select examples of poor grooming and dress from STUDENT SURVEY 1A. With fellow students in a role-playing situation act out how the negative activities could be bad for anyone in your work area.

RESOURCES:

How to Get and Hold the Right Job
Human Resources Development, State of California
D. E. 6067 Rev. 1 (5-68)

A Sampling of Employment Practices Used by Business, Industry, and Government.
California State Department of Education - #E-68-1

Grooming Tips for a Secretary
Courtesy - North American Aviation, Inc.
California State Department of Education
Sacramento, California

Succeeding in the World of Work
Kimbrell, G., and Vineyard, B. S., Ed. D
McKnight and McKnight Publishing Company
Bloomington, Illinois

"Fundamentals of Grooming" Overhead Transparencies
3M Business Products Division
3M Center, Box 3344, St. Paul, Minn. 55101

STUDENT SURVEY 1A

PERSONAL GROOMING AND DRESS REQUIREMENTS

NAME OF COMPANY ______________________ DATE OF INTERVIEW __________

TYPE OF BUSINESS ______________________ NUMBER OF EMPLOYEES ________

PERSON INTERVIEWED ______________________ JOB TITLE ______________

STATEMENT TO EMPLOYER: Mr. or Mrs. ______________________, the Work Experience students of ______________________ High School are conducting a survey to determine what the Grooming and Dress Requirements are for various work areas in our community. Your place of business has been selected as one of the businesses we would like to have included in our survey. We would appreciate a few minutes of your time to answer some questions.

INSTRUCTIONS TO STUDENT: Ask the employer the following question, each time inserting a new category of Grooming and Dress Requirements. "When interviewing a prospective employee, what are your requirements in relation to their ______________." First time insert the work HAIR.

HAIR

____

____

____

____

NAILS

____

____

____

____

HANDS

____

____

____

____

SKIN

____

____

____

____

STUDENT SURVEY 1A -- CONTINUED

TEETH

____

____

____

____

POSTURE

____

____

____

____

BODY CARE

____

____

____

____

CLOTHES

____

____

____

____

SHOES

____

____

____

____

HOSE OR SOCKS

____

____

____

____

COMMENTS:

PERSONAL GROOMING AND DRESS REQUIREMENTS

FORM 18

NOTE: This form is to be used for Required Activity #3 and Alternate Activity #1

STUDENT'S JOB AREA	OTHER JOB AREAS

COMBINED LIST -- TEN MOST MENTIONED

STUDENT SURVEY 1C

PERSONAL GROOMING AND DRESS REQUIREMENTS

Mr. or Mrs. Employer:

The Work Experience students of ______________________ High School are conducting a survey to determine what Grooming and Dress requirements are for various work stations in our geographical employment area. Your company has been selected as one of the businesses we would like to include in our survey. We would appreciate your filling out the following form, and returning it as soon as possible in the self-addressed stamped envelope. Please number the following requirements for your employees, in order of importance to you.

Thank you,

____

______________________ High School

Hair -- Neat and becoming style . . . . ________

Face -- Clear, clean skin . . . . ________

Teeth -- Clean and not stained . . . . ________

Breath -- Fresh . . . . ________

No body odor . . . . ________

Nails -- Trimmed and clean . . . . ________

No button or hooks missing, no open seams . . . . ________

Correct style of clothing . . . . ________

Clothes -- Fresh and pressed . . . . ________

Posture -- Erect, no slouch . . . . ________

Normal weight and height . . . . ________

Shoes -- Clean, brushed or polished . . . . ________

Shoes -- Heels not run down . . . . ________

Stands with both feet parallel, weight on both feet . . . . . ________

Facial expression -- Pleasant . . . . ________

NAME OF COMPANY ______________________ DATE OF SURVEY ________

TYPE OF BUSINESS ______________________ NUMBER OF EMPLOYEES ________

PERSON ANSWERING SURVEY ______________ JOB TITLE ________________

POST TEST

INSTRUCTIONS:

1. Student will come to school Groomed and Dressed as if going to work.
2. Student will be rated by Work Experience Education Coordinator on on Post Test.
3. Points will be awarded on the basis of Excellent (5), Good (4), Average (3), Fair (2), and Poor (1).
4. Add points and enter total in space provided.
5. Students that achieve a score of 90 points or better may proceed to the next LAP.
6. Give Post Test to Work Experience Education Coordinator for future reference.

POST TEST

PERSONAL GROOMING AND DRESS REQUIREMENTS

Student will come to school GROOMED AND DRESSED AS IF COMING TO WORK, and will be rated by Work Experience Education Coordinator on the following chart. Students that achieve a score of 90% or better may proceed to next LAPS. Perfect score for each item is five (5) points.

CHECK LIST FOR BOYS

Hair -- Neat and becoming style . . . . ________

Hair -- No loose hairs or dandruff . . . . ________

Face -- Clean-shaven, clear, clean skin . . . . ________

Facial expression -- Pleasant . . . . ________

Eyes -- Wide-awake, glasses, if needed . . . . ________

Teeth -- Clean . . . . ________

Breath -- Fresh . . . . ________

No body odor . . . . ________

Nails -- Manicured and trimmed . . . . ________

Clean hands, neck and ears . . . . ________

Collar buttoned, with tie . . . . ________

Clean shirt and collar . . . . ________

Appropriate clothing . . . . ________

Suit cleaned and pressed . . . . ________

No buttons missing from clothing . . . . ________

Clothes correctly fitted . . . . ________

Normal weight and height . . . . ________

Shoes -- Shined and heels not run down . . . . ________

Stands with feet parallel, weight on both feet . . . . ________

Stands erect, no slouching . . . . ________

TOTAL RATING ________

POST TEST

PERSONAL GROOMING AND DRESS REQUIREMENTS

Students will come to school GROOMED AND DRESSED AS IF COMING TO WORK, and will be rated by Work Experience Education Coordinator on the following chart. Students that achieve a score of 90% or better may proceed to next LAPS. Perfect score for each item is five (5) points.

CHECK LIST FOR GIRLS

Hair -- Neat and becoming style . . . . ________

Face -- Clear, clean skin, make-up appropriate . . . . ________

Facial expression -- Pleasant . . . . ________

Eyes -- Wide-awake, glasses, if needed . . . . ________

Teeth -- Clean . . . . ________

Breath -- Fresh . . . . ________

Pleasing voice . . . . ________

No body odor . . . . ________

Nails -- Manicured and trimmed . . . . ________

Clean hands, neck and ears . . . . ________

No buttons or hooks missing, no open seams . . . . ________

Appropriate dress . . . . ________

Dress fresh and pressed . . . . ________

Hosiery -- No runs, no holes . . . . ________

Shoes -- Clean, brushed or polished . . . . ________

Shoes -- Heels not run down . . . . ________

Stands erect, no slouching . . . . ________

Stands with feet parallel, weight on both feet . . . . ________

Normal weight and height . . . . ________

Hair -- No loose hairs or dandruff . . . . ________

TOTAL RATING ________

I-DEAS

1. Plan a basic wardrobe for yourself, including probable costs. Assume you are starting to work as a sales person in a large retail department store.

2. Organize a panel discussion on the topic, "What is Required for a Good Personal Appearance".

3. Conduct a survey to find out how many employers would not hire a boy with long hair.

4. Prepare a report or conduct a panel discussion on "Rules of Good Health for Young People".

5. Invite a representative of a local clothing store, men's and women's, to discuss "How to Look Your Best on a Limited Budget".

LAP Prepared By: Burnett P. Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: GENERAL

Program Goal: 4.1 Maintain the personal grooming and dress required in your present work environment.

Performance Objective: 4.1.2 Report to your career station appropriately groomed and dressed. Verification of the attainment of this objective will be made on a rating form by your Work Experience Education Sponsor.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Appear at your present career station appropriately groomed and dressed.

RATIONALE

This LAP is designed to help you become more understanding of what proper grooming and dress requirements are for your career station.

DIRECTIONS

In this LAP you will compare the grooming and dress requirements of your present and other career stations; be rated by yourself and others on grooming and dress requirements of your career station; and have your employer rate you on your attainment of his standards of grooming and dress.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: You are required to do Activities 1, 2, and 3. There are no Alternate Activities.

ACTIVITY 1 You will be able to view and compare yourself, maybe for the first time, in relation to some requirements mentioned by employers in your and other career stations.

Compare dress and grooming requirements for your present career station and other career stations using information obtained in Activities #1 and #2, LAP 4.1.1. Tally the results in each main category, i.e., Hair, Hands, etc. and find the two requirements in each category that were mentioned most often. On Form 2A (Pages 3 to 11) list the two main requirements under each main category. Dress as if reporting for work, view yourself in a full length mirror, and using Form 2A (Page 3) rate yourself Satisfactory or Improvement Needed on the requirements listed.

ACTIVITY 2 You will be made aware of how you appear to others.

Dress as if reporting for work wearing the same clothes as for the previous activity, and have your parents and your friends or fellow students rate your appearance using Form 2A (Pages 3 to 11).

ACTIVITY 3 You will be made aware of how you appear to your Work Experience Education Sponsor and [illegible] [illegible] [illegible] [illegible] unmentioned [illegible] to [illegible].

Using the results of ratings in Activities #1 and #2, and [illegible] making the necessary changes that can be accomplished immediately, report to your career station appropriately groomed and dressed. Have your Work Experience Education Sponsor rate you on Form 2A (Pages 3 to 11) once a week for three weeks.

RATING SHEET * PERSONAL GROOMING AND DRESS REQUIREMENTS

FORM 2A

Person being rated ______________________ Date __________

INSTRUCTIONS: Please evaluate the student objectively, comparing her or him with other students and personnel assigned the same or similar work.

	SATISFACTORY	IMPROVEMENT NEEDED
HAIR ____________		
HANDS ____________		
TEETH ____________		
NAILS ____________		
SKIN ____________		
BODY CARE ____________		
POSTURE ____________		
CLOTHES ____________		
SHOES ____________		
HOSE OR SOCKS ____________		

Person making rating ______________________ Total Rating __________

POST TEST

INSTRUCTIONS:

1. Collect the three rating sheets from your Work Experience Education Sponsor and give them to your Work Experience Education Coordinator.

2. If on the latest rating by the Work Experience Education Sponsor, the student receives a Satisfactory rating in eighteen (18) out of twenty (20) Personal Grooming and Dress Requirements (90%), he or she may proceed to the next LAP.

I-DEAS

1. Class Discussion: "What do you most admire in men (women) as far as personal dress and grooming?"

2. Have class write letters to major businesses in various work areas and ask for rules of grooming for employees. Examples of companies: Texaco, Sears, and the Telephone Company.

3. Invite a Personnel Director from some business in your area to discuss, "What Employer's Look For."

4. Choose an article of clothing; suit, jacket, tie, or dress and find out all you can about current styles and colors. Write a report on the acquired information.

5. Invite a Hair Stylist to class to demonstrate how hair styling can change ones appearance. Demonstrate for both boys and girls.

LAP Prepared By: Burnett P. Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ________________

Type of Work Experience Education: GENERAL

Program Goal: 4.2 Demonstrate the behaviors and attitudes required in your present work environment.

Performance Objective: 4.2.1 Discuss with your related class or your Work Experience Education Coordinator, the behaviors and attitudes necessary for success in your present work environment. Use the rating scale provided to indicate those requirements which you find acceptable and those you find unacceptable or you consider unnecessary.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify a minimum of ten (10) behaviors and attitudes necessary for success in your present work environment.
2. Identify those requirements you find acceptable and those you find unacceptable for your present work environment.

RATIONALE

A large percentage of the dismissals from employment are due to personality clashes. Many workers are not aware of the attitudes and behaviors that are necessary for success on the job, and also they are not aware of how they appear to others. This activity will give you, the student, a good start in determining the attitudes and behaviors necessary for success in your present work environment, and also some insight on how others see you.

DIRECTIONS

In this LAP you will select behaviors and attitudes important to you; discuss with your class the importance of certain behaviors and attitudes; role play how some behaviors and attitudes will be assets in your present work environment; and conduct a personal survey as to what terms such as "dependable" and "efficient" mean to Work Experience Education Sponsors.

PRE-TEST

INSTRUCTIONS:

1. Turn to the PERSONALITY INVENTORY: ATTITUDES AND BEHAVIORS on Page 4.
2. Read each Attitude and Behavior carefully to be sure you understand the definitions given.
3. Give yourself a point rating for each attitude and behavior as indicated on the PERSONALITY INVENTORY.
4. There are no right or wrong answers; rate yourself HONESTLY.
5. When finished with the PERSONALITY INVENTORY, add the points and enter the total in the space provided on Page 5.
6. After you have entered your total rating in the space provided, give the PERSONALITY INVENTORY to your Work Experience Education Coordinator who will discuss the significance of your score with you.

PRE-TEST (Scoring Key)

1. Students will have rated himself on the basis of Excellent (5), Good (4), Average (3), Fair (2), and Poor (1).

2. Check student's addition of points awarded to himself.

3. If student achieves a rating of 85 or better, he may proceed to FINAL (Post) TEST.

4. For any score below 85, student will proceed to Activity #1.

PERSONALITY INVENTORY: Attitudes and Behaviors

The following are twenty traits without which, though you may have ability, brains, skill, and information, you should expect it to be difficult to succeed in competition with other people. Please rate yourself on a scale of Excellent (5), Good (4), Average (3), Fair (2), and Poor (1).

1. IS SOCIABLE: Smiles a great deal; gets along with people; has a keen sense of humor . . . . __________

2. IS COURTEOUS: Considerate of other people; gives extra service; says "Please" -- "Thank You" . . . . __________

3. SPEECH IS EFFECTIVE: Expresses ideas clearly and convincingly; speaks distinctly . . . . __________

4. IS COOPERATIVE: Helps fellow workers and customers; is willing to assume responsibility; works for the organization . . . . __________

5. HAS INIATIVE: Makes best use of time; thinks up new ideas; makes suggestions for improvement . . . . __________

6. IS AMBITIOUS: Wants the business to succeed; wants to see others succeed; is a "doer", not a "dreamer" . . . __________

7. I[illegible]CTFUL: Says the right thing at the right time; [illegible]es not argue; makes the other fellow feel he is doing things his way . . . . __________

8. IS ENTHUSIASTIC: Is not afraid of hard work; likes people; does his job as if he owned the business . . . . __________

9. IS CONSIDERATE: Makes an effort to see the other fellow's point of view; is always on the alert to help others . . . . __________

10. IS ORDERLY: Systematizes his work; keeps things in their proper place; is a clean storekeeper . . . . __________

11. IS HONEST: Is held in highest confidence; takes responsibility for his own errors; avoids temptation; bad companions, and bad personal habits . . . . __________

12. IS DEPENDABLE: Is always on the job; observes company policies and procedures, does what he is told to do . . . __________

13. HAS SELF-CONFIDENCE: Believes he can and will succeed; does not know it all; never alibis . . . . __________

PERSONALITY INVENTORY (Continued)

14. IS LOYAL: Believes in the company for which he works; knows people who are qualified will be advanced; observes company policies . . . . ______

15. IS INTELLIGENT: Knows what he is doing; knows his merchandise; makes an effort to learn new methods . ______

16. IS ADAPTABLE: Makes adjustments easily; welcomes changes; judges new ideas on merit rather than by prejudices . . . . ______

17. MEMORY: Remembers and can associate names and faces; is able to retain essential facts; discards nonessentials . . . . ______

18. IS ECONOMICAL: Saves time and effort by being efficient; watches use of supplies, equipment, etc., that are costly; saves his own money as well as money for his employer . . . . ______

19. USES JUDGMENT: Bases judgment on facts; makes decisions on merit; is noted for sound judgment . . . . ______

20. HAS PERSISTENCE AND PATIENCE: Does not lose patience easily; tries again and again; is not discourages easily . . . . ______

TOTAL RATING . . . . ______

LEARNING ACTIVITIES

INSTRUCTIONS: Activities 1, 2, and 3 are required. In addition you will complete any two of the four alternate activities.

ACTIVITY 1

You will identify what you feel are important behaviors and attitudes for job success.

Given the PERSONALITY AND JOB SUCCESS -- VOTING SHEET, (Page 8), select ten (10) of the behaviors and attitudes that you feel are necessary to encourage for success in your present work environment. Number them in order of importance to you in the space provided.

ACTIVITY 2

You will identify what class members feel are necessary behaviors and attitudes for success.

On the chalkboard list the behaviors and attitudes from the PERSONALITY AND JOB SUCCESS -- VOTING SHEET (Page 8). Have the class vote on ten (10), ranking them from most to least important according to the vote. Keep score opposite each attitude and behavior, and discuss with the class reasons why the behaviors and attitudes with the largest amount of votes were considered most important.

ACTIVITY 3

You will demonstrate how the behaviors and attitudes will be an asset to in your work environment.

From the ten attitudes and behaviors with the most votes, in Activity #2, select seven. With other class members in a role-playing situation, act out how these behaviors and attitudes would be an asset to you while in your present work environment.

ALTERNATE ACTIVITIES

1. Conduct a personal survey among sponsors in your work area, or among other persons familiar with your work area using the form "KEEPING THE JOB" as the survey form. Inserting the main assets listed, ask this question, "As an employer in a (Name business), what whould the term (Dependable worker) mean to your employee?" Using the copy of the form "KEEPING THE JOB" (Page 9) as a tally sheet, keep count of the answers that are similar to the ones listed.

ALTERNATE ACTIVITIES (Continued)

2. Design a bulletin board depicting ten (10) attitudes and behaviors you feel a good employee in your work environment should have. Using pictures, and or figures cut from magazines, depict the attitudes and behaviors in a humorous manner. The attitudes and behaviors may be depicted in a positive or negative manner.

3. On the chalkboard list the main traits that appear on the form "QUESTIONS ON KEEPING THE JOB" (Page 11). Lead the class in discussion as to what they think attitudes and behaviors to make one a Dependable, Efficient, etc., worker. List these class statements under the main headings already on the chalkboard.

4. Use the PERSONALITY AND JOB SUCCESS -- VOTING SHEET (Page 8) as a guide of traits that are desirable in any work environment. Select ten (10) traits that are important to you and with figures and pictures cut from magazines construct a Photo Story depicting these traits as positive actions. Photo Story may either be in notebook or collage style.

PERSONALITY AND JOB SUCCESS

VOTING SHEET

BEHAVIOR OR ATTITUDE	ORDER OF IMPORTANCE
Alertness	
Cheerfulness	
Cooperation	
Courtesy	
Dependability	
Enthusiasm	
Honesty	
Industry	
Initiative	
Interest in the customer	
Loyalty	
Retains Facts	
Orderliness	
Patience	
Cleanliness	
Poise	
Sense of Humor	
Sincerity	
Tact and Diplomacy	

KEEPING THE JOB

You worked hard to get your present job; now what are you going to do about it? You have a choice of what kind of worker you will be:

1. Poor worker and soon lose your job?
2. Fair worker doing just enought to get by?
3. Good worker, working hard, doing a full day's work everyday and looking forward to a better job later?

You, of course, desire to be a good worker. This brings up the question of what you must do to be a good worker!

A Good Worker is DEPENDABLE:

1. Comes to work on time
2. Avoids absence
3. If it is necessary to be absent, notifies the employer
4. Does a full day's work
5. Does not loaf on the job
6. Is cooperative when there is extra work to be done

A Good Worker is EFFICIENT:

1. Learns to do a job well
2. Learns to do jobs quickly
3. Does not waste time
4. Does not waste material
5. Listens carefully to jobs assigned him
6. Asks only necessary questions

A Good Worker has INITIATIVE:

1. Helps out others where possible
2. Shows interest in the work he is doing
3. Tries to improve

A Good Worker is RELIABLE:

1. Is honest

A Good Worker is RELIABLE: (Continued)

2. Does not bluff
3. Admits mistakes
4. Does not blame others
5. Stays at job until it is finished

A Good Worker is CONGENIAL:

1. Cooperates with supervisors
2. Cooperates with other employees
3. Controls temper
4. Is happy

A Good Worker is COURTEOUS:

1. Never gossips about boss
2. Never gossips about fellow employees
3. Does not nag
4. Does not snap at people
5. Says, "Thank you," "Please," "Excuse me," "Yes, Sir," and "No, Sir"
6. Is quiet, never loud

A Good Worker is NEAT:

1. Keeps work place neat
2. Keeps work place orderly
3. Does neat and orderly work
4. Keeps self well groomed

A Good Worker is HEALTHY:

1. Observes safety rules
2. Gets proper rest
3. Has a proper diet
4. Engages in wholesome recreation
5. Has a hobby

QUESTIONS ON KEEPING THE JOB

INSTRUCTIONS: On the form below, fill in under each main category, activities and attributes that you believe are necessary to make one a Dependable, Efficient, etc., employee. There should be a minimum of three entries in each category.

A Good Worker is DEPENDABLE: (Example: Comes to work on time.)

1. ____
2. ____
3. ____

A Good Worker is EFFICIENT:

1. ____
2. ____
3. ____

A Good Worker has INITIATIVE:

1. ____
2. ____
3. ____

A Good Worker is RELIABLE:

1. ____
2. ____
3. ____

A Good Worker is CONGENIAL:

1. ____
2. ____
3. ____

QUESTIONS ON KEEPING THE JOB (Continued)

A Good Worker is COURTEOUS:

1. ____
2. ____
3. ____

A Good Worker is NEAT:

1. ____
2. ____
3. ____

A Good Worker is HEALTHY:

1. ____
2. ____
3. ____

POST TEST

INSTRUCTIONS:

1. Student will be given ten (10) PERSONALITY AND JOB SUCCESS -- PERSONALITY RATING SCALE (Pages 15 to 24) and envelopes.

2. Student will give one of each rating scale and envelope to friends, instruct them to fill out form according to instructions, insert in envelope, and return to Work Experience Education Coordinator.

3. The friends IS NOT to give the completed form back to the student.

POST TEST (Scoring Key)

1. A point score will be obtained for the POST TEST by using the following scale. Excellent (5), Good (4), Average (3), Poor (2), Very Poor (1).

2. Total scores and enter on bottom of form in place provided.

3. If eight (8) out of ten (10) rating sheets give the student a minimum of 83 points, student may go on to the next LAP.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Vocational Education Section
Work Experience Education
Instructional Unit C-7b

PERSONALITY AND JOB SUCCESS

Personality Rating Scale

You are being asked to fill out the following form to allow this student to evaluate his personal relations with others. Your answers will be kept in confidence and not seen by anyone except the person named below. When you finish, put the completed form in the envelope and return to ________________________________. DO NOT PUT YOUR NAME ON THIS PAPER.

Name ________________ Class ____________ Date __________

TRAIT	RATING (Check)				
	Excellent	Good	Average	Poor	Very Poor
Ambition					
Cooperation					
Courtesy					
Dependability					
Enthusiasm					
Foresight					
Friendliness					
Mental Health					
Honesty					
Industry					
Initiative (self-starting)					
Loyalty					
Neatness					
Poise					
Punctuality					
Self-control					
Sense of Humor					
Tact					
Willingness to Work					

RESOURCES

WORK EXPERIENCE EDUCATION COORDINATOR

Tape and Script:

The World of Work: On the Job
Educational Resources Inc.
47 West 13th Street, New York, NY 10011

Filmstrips:

Your Personality: The You Others Know
Guidance Associates, Pleasantville, New York

Getting and Keeping Your First Job
Guidance Associates, Pleasantville, New York

I Wish, I Wish
Associated Films, Inc. U.S.A.

16 mm Film:

Your Job, Good Work Habits C 14 minutes
Coronet Instructional Films
Coronet Building, Chicago, IL 60601

Your Job, Getting Ahead C 16 minutes
Coronet Instructional Films
Coronet Building, Chicago, IL 60601

Books:

Your Attitude Is Showing
Chapman, Elwood N.
Professor, Chaffey College
Alta Loma, California
S.R.A., Chicago, Illinois

I-DEAS

1. Discussion Series: Personality Improvement.
Divide the class into groups of six to eight students. Give each group the same question to discuss and a limited time in which to answer it. Place the answers from all groups on a chalkboard and continue discussion with entire class participating.

   Question : What makes a good personality?
   How can one learn to take criticism gracefully?
   What place has sociability on the job?
   What makes a person dependable?
   How do you know when to use your own initiative and when to ask the boss?

2. Put several proverbs or sayings on cards and as each is shown, discuss appropriate traits that correspond to the proverb. Encourage students to recall incidents where possession of these traits or lack of them has created a desirable or undesirable incident in their own lives. Let students suggest other sayings and suggest traits to which they refer.

   Examples: Do unto others as you would have others do unto you. (Courtesy, friendliness, honesty, loyalty)

   Laugh and the world laughs with you. (Sense of humor, friendliness)

   The early bird gets the worm. (Ambition, industry, initiative, punctuality)

   A task well planned is a task half done. (Foresight, initiative, neatness)

3. As a class project, have the students interview personnel managers, office managers, employers or other persons of authority at various work stations to establish the three major causes of dismissing workers. When the information is received, it is recorded on the chalkboard or in some other manner that will allow for discussion by the class.

4. Have the Work Experience Education Coordinator develop a series of possible problems arising from negative behaviors and attitudes, these should be situational problems. Students in role-playing situations will act out how these problems might be now handled or could have been handled as not to create the problem in the first place.

LAP Prepared By: Dr. Dave Taxis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: GENERAL

Program Goal: 4.2 Demonstrate the behaviors and attitudes required in your present work environment.

Performance Objective: 4.2.1 Discuss with your related class or other Work Experience Education Coordinator, the behaviors and attitudes necessary for success in your present work environment. Use the rating scale provided to indicate those requirements which you find acceptable, and those you find unacceptable or you consider unnecessary.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to evaluate behaviors and attitudes required in a work environment, and you will be able to use these to evaluate yourself and other employees.

RATIONALE

This LAP is designed to help you understand how Behavior (what you do in a work situation) and Attitudes (how you feel about doing it) contribute to your success or failure in a job. Success is attaining what you want out of a job. This may be a promotion, a raise, prestige, contacts, or exposure. Although some behaviors and attitudes help you to get ahead, they may be, in your opinion, unnecessary or even unacceptable. You should learn to differentiate between these.

DIRECTIONS

In this LAP you will discuss an example of a requirement, list the requirements for success in your present job, and evaluate some behaviors and attitudes, while rating yourself.

PRE-TEST

You are working as a delivery boy for a drug store. You report to the assistant manager. One of his requirements is that you must wear a long-sleeved white shirt every day.

1. List three (3) or more reasons on the form below why your boss might require this dress.

   1. ______________________________

   ____

   2. ______________________________

   ____

   3. ______________________________

   ____

2. Now discuss, for each of the reasons you listed, whether or not you feel this dress requirement is necessary, and whether or not it is acceptable to you. Use the space provided below.

   Reason 1. ______________________________

   ____

   ____

   Reason 2. ______________________________

   ____

   ____

   Reason 3. ______________________________

   ____

   ____

PRE-TEST (Scoring Key)

Any reasonable answer to this test is acceptable. At least one of your feelings should defend your boss's point of view.

Now go on to the Learning Activities.

LEARNING ACTIVITES AND RESOURCES

Do all three activities.

ACTIVITY #1. Make a list of five or more behavior and attitude requirements generally accepted as required for success in your present job.

ACTIVITY #2. For each requirement, check whether you think it is acceptable, unacceptable, or unnecessary. Be sure to include at least one unacceptable or unnecessary requirement.

ACTIVITY #3. Explain how you would change the unacceptable requirement, and why the unnecessary ones are unnecessary

Requirements	Acceptable	Unacceptable	Unnecessary
1.			
2.			
3.			
4.			
5.			

Unacceptable - How I would change it: ______________________________

____

____

____

Unnecessary - Why? ______________________________

____

____

____

POST TEST

1. Take the point of view of your boss. Indicate below how you would rank these behaviors and attitudes (Most Important - 1 to Least Important - 7) in evaluating an employee for a possible promotion in your company.

Importance	My Rating
____a. He gets the job done.	
____b. He gets along with his supervisors.	
____c. He gets along with his fellow employees.	
____d. He gets along with the company's customers.	
____e. He is neat, clean, and courteous.	
____f. He knows his duties and responsibilities.	
____g. He shows initiative and a willingness to get the job done.	

2. Rate yourself on each of the above items, and discuss your answers with your Work Experience Education Sponsor.

Use this rating scale.

5. Very good, excellent, or outstanding

4. Good

3. Fair

2. Poor

1. Unacceptable

POST TEST (Scoring Key)

Use this rating scale.

5. Very good, excellent, or outstanding
4. Good
3. Fair
2. Poor
1. Unacceptable

To pass this test, you should have an average score of 3.5 or better.

It may take some time on the job before you can pass this test.

IDEAS

1. Give examples of the key words used in this LAP and define them in your own words.

2. Watch a T-V program and note the attitudes of the main character. Look for an example where one of the main character's attitudes was misunderstood.

3. Give an example of a waiter in a restaurant, coffee shop, or hamburger stand who has a good attitude, and one who has a louzy attitude. How do you react to each?

4. List some situations in sports where a team or player is penalized because of a bad attitude.

5. Discuss with your friends how behavior and attitude are interrelated.

6. Make a chart showing a scale of attitude and behavior from very good to very poor.

7. Select a public personality you admire, and list some of his behaviors and attitudes.

LAP Prepared By: Burnett P. Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: GENERAL

Program Goal: 4.2 Demonstrate the behaviors and attitudes required in your present work environment.

Performance Objective: 4.2.2 Given an evaluative report by your Work Experience Education Coordinator or Sponsor that identifies need for improvement in behaviors and attitudes required on the job, accept such criticism in a positive manner. Demonstrate this through improvement on the job in the areas of deficiency. Evidence of the ability to profit from productive criticism will be indicated on a rating form completed by your Work Experience Education Sponsor.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Demonstrate the ability to accept constructive criticism.
2. Demonstrate the ability to change undesirable behaviors and traits.
3. Identify a minimum of five negative behaviors that could be harmful.

RATIONALE

This LAP is designed to help you develop the ability to profit from constructive criticism.

DIRECTIONS

In this LAP you will be evaluated by yourself and your Work Experience Education Sponsor; confer with your Work Experience Education Sponsor regarding improvement by you in areas he has criticized; discuss with your class and teacher how to accept constructive criticism positively; and demonstrate in a role-playing situation an understanding of how behaviors and attitudes might harm a business.

LEARNING ACTIVITIES

INSTRUCTIONS: Activities 1, 2, 3, and 4 are required. In addition you may choose two out of the three remaining.

ACTIVITY 1: Given Form 3A, EVALUATION REPORT FOR STUDENT TRAINEE, (Page 3) have your Work Experience Education Sponsor evaluate you.

ACTIVITY 2: Given a completed Form 3A, EVALUATION REPORT FOR STUDENT TRAINEE, within which your Work Experience Education Sponsor has identified inadequate behaviors and attitudes, you will immediately ask for suggestions as to how you may improve these areas of criticism.

ACTIVITY 3: On Form 3B, SELF-EVALUATION REPORT FOR STUDENT TRAINEE, (Pages 4 and 5) evaluate yourself on areas criticized. For two weeks rate yourself daily according to the instructions on the Form, constantly trying to improve your ratings.

ACTIVITY 4: Class Discussion: Topic, "HOW DOES ONE ACCEPT CRITICISM IN A POSITIVE MANNER?"

ALTERNATE ACTIVITIES

ACTIVITY 1: Select two three-man teams for class debate: "Resolve that student employees should not have to tailor behaviors and attitudes to ideas of employers."

ACTIVITY 2: Demonstrate in a role-playing situation how negative behaviors can be detrimental to a business.

ACTIVITY 3: Demonstrate in a role-playing situation how some negative behaviors might be changed to positive behaviors and how this could improve situations at career stations.

WORK EXPERIENCE EDUCATION PROGRAM
EVALUATION REPORT FOR STUDENT TRAINEE

Name ______________________ Job title ______________________

Period Covered
by this report __________ to __________ Date of report ______________

WORK HABITS AND ATTITUDES	Improvement Needed	Satisfactory Performance
1. Shows initiative; is a self-starter	1. ____	
2. Responds well to suggestions	2. ____	
3. Willingly attends to "housekeeping chores" of the job	3. ____	
4. Organizes work routines efficiently	4. ____	
5. Uses good judgment in performance of assigned tasks .	5. ____	
6. Is interested in learning new procedures and job information	6. ____	
PUNCTUALITY AND ATTENDANCE		
7. Is ready to begin work at the assigned time	7. ____	
8. Is regularly present for work as scheduled	8. ____	
9. Notifies employer in advance of absences if possible	9. ____	
DEPENDABILITY		
10. Attends to duties in absence of supervision	10. ____	
11. Follows written and oral directions in performance of job	11. ____	
12. Assumes responsibilities as directed; does not "pass the buck"	12. ____	
PERSONAL APPEARANCE		
13. Dresses appropriately for work done	13. ____	
14. Is careful about personal grooming for clean, neat appearance	14. ____	
EFFICIENCY AND QUALITY OF WORK		
15. Completes work with a minimum of errors	15. ____	
16. Finishes assigned work in allotted time	16. ____	
17. Holds distractions from duties to a minimum	17. ____	
RELATIONSHIPS WITH PEOPLE		
18. Cooperates and works effectively with other employees	18. ____	
19. Is courteous and mannerly to other workers and the public	19. ____	
20. Is poised and self-confident	20. ____	

Additional comments ____

____

Signature of Sponsor ____

Name of Firm or Work Station ________________________________

FORM 3A

WORK EXPERIENCE EDUCATION PROGRAM
SELF-EVALUATION REPORT FOR STUDENT TRAINEE

Name ______________________________ Job title ________________________

Period Covered
by this report __________ to __________ Date of report ____________________

INSTRUCTIONS: For two weeks rate yourself each day on Evaluation Form 3B. Use ratings of S (satisfactory), I (improved), and NI (needs improvement). Try constantly to improve employers areas of criticism.

		M	T	W	T	F
WORK HABITS AND ATTITUDES						
1. Shows initiative; is a self-starter	1.					
2. Responds well to suggestions	2.					
3. Willingly attends to "housekeeping chores" of the job	3.					
4. Organizes work routines efficiently	4.					
5. Uses good judgment in performance of assigned tasks	5.					
6. Is interested in learning new procedures and job information	6.					
PUNCTUALITY AND ATTENDANCE						
7. Is ready to begin work at the assigned time	7.					
8. Is regularly present for work as scheduled	8.					
9. Notifies employer in advance of absences if possible	9.					
DEPENDABILITY						
10. Attends to duties in absence of supervision	10.					
11. Follows written and oral directions in performance of job	11.					
12. Assumes responsibilities as directed; does not "pass the buck"	12.					
PERSONAL APPEARANCE						
13. Dresses appropriately for work done	13.					
14. Is careful about personal grooming for clean, neat appearance	14.					
EFFICIENCY AND QUALITY OF WORK						
15. Completes work with a minimum of errors	15.					
16. Finishes assigned work in allotted time	16.					
17. Holds distractions from duties to a minimum	17.					
RELATIONSHIPS WITH PEOPLE						
18. Cooperates and works effectively with other employees	18.					
19. Is courteous and mannerly to other workers and the public	19.					
20. Is poised and self-confident	20.					

FORM 3B

Source: Monterey Peninsula School District

POST TEST

1. Student will report to work and be rated twice a week for three weeks on Form 3C (Pages 7, 8, and 9) by Work Experience Education Sponsor. If student received a "Satisfactory" or "Improved" rating in all areas in the last two evaluations, student may proceed to the next IAP.

2. Student will collect all the rating sheets and give them to his Work Experience Education Coordinator to file for future reference.

POST TEST

WORK EXPERIENCE EDUCATION PROGRAM
EVALUATION REPORT FOR STUDENT TRAINEE

Name ______________________ Job title ______________________

Period covered by this report ____________ to ____________ Date of report ______________

Rate students using the following ratings: S (Satisfactory), I (Improved), and NI (Needs improvement).

		S	I	NI
WORK HABITS AND ATTITUDES				
1. Shows initiative; is a self-starter	1.			
2. Responds well to suggestions	2.			
3. Willingly attends to "housekeeping chores" of the job	3.			
4. Organizes work routines efficiently	4.			
5. Uses good judgment in performance of assigned tasks	5.			
6. Is interested in learning new procedures and job information	6.			
PUNCTUALITY AND ATTENDANCE				
7. Is ready to begin work at the assigned time	7.			
8. Is regularly present for work as scheduled	8.			
9. Notifies employer in advance of absences if possible	9.			
DEPENDABILITY				
10. Attends to duties in absence of supervision	10.			
11. Follows written and oral directions in performance of job . .	11.			
12. Assumes responsibilities as directed; does not "pass the buck"	12.			
PERSONAL APPEARANCE				
13. Dresses appropriately for work done	13.			
14. Is careful about personal grooming for clean, neat appearance	14.			
EFFICIENCY AND QUALITY OF WORK				
15. Completes work with a minimum of errors	15.			
16. Finishes assigned work in allotted time	16.			
17. Holds distractions from duties to a minimum	17.			
RELATIONSHIPS WITH PEOPLE				
18. Cooperates and works effectively with other employees . . .	18.			
19. Is courteous and mannerly to other workers and the public . .	19.			
20. Is poised and self-confident	20.			

Additional comments ______________________________

Signature of Sponsor ______________________________

Name of Firm or Work Station ______________________________

FORM 3C

Source: Monterey Peninsula School District

RESOURCES

WORK EXPERIENCE EDUCATION COORDINATOR

1. Succeeding in the World of Work
   Kimbrell, Grady and Vineyard, Ben S., Ed.D
   McKnight and McKnight Publishing Co., Bloomington, Illinois

2. Your Job - You and Your Boss
   Color, 16mm, 16 minutes
   Coronet Films
   Coronet Building, Chicago, IL 60601

3. Appraisal Sheet for the Office Worker
   Educational Services, DPD, IBM Corporation
   Bureau of Business Education
   California State Department of Education,
   Sacramento, California

4. How to Hold a Job...and Get Ahead
   You and Your First Job!
   Personnel and Industrial Relations Assoc., Inc.
   1730 West Olympic Boulevard
   Los Angeles, CA 90015

5. Improve Your Personality
   16mm, 11 minutes, Color/Black and White
   Coronet Instructional Films
   Coronet Building
   Chicago, IL 60601

6. The Owl and Fred Jones
   16mm, 14 minutes, Color
   Distributor: Modern Talking Pictures Service, U.S.A.

I-DEAS

1. Visit local business (with Personnel Office) and sit in on interviews for a day, knowing companies requirements on attitudes and behaviors, compare applicants.

2. Compile list of ten behaviors and attitudes that are negative in nature. Interview employers as to what specific example they might give where this behavior or attitude had been bad for business.

3. Compile list of at least ten negative behaviors and attitudes. Interview employers in your work area and ask for examples of what people did or could do to improve in these areas.

4. Interview in person employees in work areas similar to yours. Discuss and list the attitudes and behaviors they felt have helped them in their jobs.

LAP Prepared By: Burnett P. Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: GENERAL

Program Goal: 4.2 Demonstrate the behaviors and attitudes required in your present work environment.

Performance Objective: 4.2.3 Given an assignment card, report to your career station punctually. Follow the procedures provided by your Work Experience Education Coordinator and Sponsor whenever you must be late or absent. Verification of the successful attainment of this objective will be made by your sponsor on a rating form.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Demonstrate why good attendance practices are important.
2. Correctly demonstrate the procedures to be followed whenever you must be absent or late to your career station.

RATIONALE

This LAP is designed to help you discover the importance of good business practices in relation to absenteeism and tardiness.

DIRECTIONS

In this LAP you will survey businesses and find out how important a good attendance record is; confer with your Work Experience Education sponsor on tardiness and absenteeism; be rated by your Work Experience Education sponsor on your ability to follow required procedures when you must be absent from, or tardy to, your career station.

PRE-TEST

NONE REQUIRED

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: All activities are required.

ACTIVITY 1: ACTIVITIES 1 and 2 will make you more aware of the importance of good attendance.

Interview in person, using Form 4A - ABSENTEEISM AND TARDINESS, (Page 4), a minimum of five businesses in the work area that you are working in. The question to be answered is: "Where does absenteeism and tardiness rank among the reasons for an employee being fired from his job?"

ACTIVITY 2:

Using the answers given in ACTIVITY 1, make a list of how many times absenteeism and tardiness rated 1st, 2nd, or 3rd as a reason for a person being fired from a job, and present the results to the class in a three minute report.

ACTIVITY 3: You will demonstrate the procedures to follow in your present career station regarding absenteeism and tardiness.

Given an assignment card, Form 4B (Page 5), report to your career station punctually. Discuss with your Work Experience Education sponsor his feelings on absenteeism and tardiness. Find out what procedures he wants you to follow if you're going to be absent or tardy. Fill in card, Form 4C - ABSENCE AND TARDY PROCEDURES (Page 6), and follow these procedures whenever necessary.

STUDENT SURVEY

ABSENTEEISM AND TARDINESS

Dear Mr. or Mrs. Employer:

The Work Experience Education students of ______________________ High School are conducting a survey to determine how important to employers are "absenteeism" and "tardiness." Your company has been selected as one of the businesses we would like to include in our survey. We would appreciate your indicating in the space provided at the bottom of the page, and in order of importance, where absenteeism and tardiness rank among the reasons for terminating employees.

Sincerely,

____
????????????????????High School

Absenteeism__________ Tardiness__________
Example: 1st, 2nd, etc.

Name of Company______________________ Date of Survey______________
Type of Business______________________ Number of Employees__________
Person Answering Survey________________ Job Title__________________

Form 4A - Absenteeism and Tardiness

? ? ? HIGH SCHOOL
WORK EXPERIENCE EDUCATION PROGRAM

800 S. Garey, Pomona, Ca. 91767
623-5251 - Ext. 459

To: ______________________ Date: ____________________

Firm: ____________________ Telephone: _______________

Address: _________________ City: ____________________

____
This Introduces

____
Applicant for the Position of

Please SIGN AND GIVE TO STUDENT to return for our records. We would appreciate the opportunity to be of further service to you.

Applicant Hired? _____Yes _____No _____Undecided

________________________ ________________________
Signature of Employer Applicant referred by:

Form 4B

Sample of Form 4B for Layout and Information. This could be printed in a school print shop on a card (5½ X 3½).

? ? ? HIGH SCHOOL
WORK EXPERIENCE EDUCATION PROGRAM

ABSENCE and TARDINESS PROCEDURES

Employers expect all employees to be at work on time and to be on the job every day unless ill. You should contact your Work Experience Education Sponsor if you are going to be late to, or absent from, work.

FIRM ____

Address ____

Phone ____

Person to Contact _________________________________

Form 4C/A&T

Sample of Form 4C for Layout and Information. This could be printed in a school print shop on a card (5½ X 3½).

POST TEST

INSTRUCTIONS:

1. Fill out top section of Form 4D - ABSENTEEISM AND TARDINESS REPORT (Page 8).
2. Give Form 4D to your Work Experience Education Sponsor.
3. The Work Experience Education Sponsor will verify, or will have another employee verify that you followed the required procedures when you were going to be tardy or absent.
4. The verification will continue for a one-month period.
5. During the one-month period, if you achieve a 100% rating after the first week, you may proceed to the next LAP.
6. 100% can be achieved by:
   a. No absenteeism or tardiness, or
   b. Following proper procedures when it was necessary to be absent or tardy.
7. Give completed Form 4D to your Work Experience Education Coordinator to file for future reference.

POST TEST

ABSENTEEISM AND TARDINESS REPORT

STUDENT ____________________ DATE: FROM __________ TO __________

COMPANY ____________________ SUPERVISOR ____________________

ADDRESS ____________________ TELEPHONE ____________________

INSTRUCTIONS:

The Work Experience Education sponsor will verify, or will have verified by another employee, that the Work Experience Education student followed the correct procedure when going to be absent from or late to his work station. Person verifying will mark in the correct space a #1 if the student was absent and did not follow the correct procedure, and a #2 if the student was late and did not follow the correct procedures. Please enter the date in the space also.

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

Form 4D/Post Test

I-DEAS

1. TIME IS MONEY:

    A. You will list three different work assignments in your career station for which you are responsible.

    B. You will determine how long it takes you to do each of the three assignments.

    C. Based on your present salary, what does each job cost each time it is performed.

2. You will list a minimum of five personal shortcomings on the job regarding the use of time, and what you can do to improve them.

3. Given two days for researching, you will discuss with the class important events in history that DID or DID NOT succeed because of someone being too early or too late.

4. You will do the same exercise as #3, but this time relate it to personal experiences.

LAP Prepared By: Burnett Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: GENERAL

Program Goal: 4.3 Identify the needs of the publics served in your present assignment.

Performance Objective: 4.3.1 Identify the expectations of the publics served in your present work assignment. For each expectation or need you have described, give at least one (1) appropriate way you have learned to meet the public's need. Identify those responses which you learned in your present assignment.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify at least ten (10) needs or expectations of the publics served in your present assignment.
2. Demonstrate in a role-playing situation the appropriate responses to those needs or expectations identified.
3. Identify which of the responses you have learned in your present assignment.

RATIONALE

This LAP is designed to help you identify the expectations of the publics you serve in your present assignment, and how you have learned to respond to these expectations.

DIRECTIONS

In this LAP you will interview the publics served in your present assignment; record scores to determine which needs or expectations are most important to the publics served; discuss with class members methods of responding to needs and expectations of the publics; and role-play correct responses to those needs and expectations.

PRE-TEST

None required.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1, #2, and #3 are required. In addition, you must do one of the two (2) remaining activities.

ACTIVITY #1. You will be able to list expectations of the publics served in your present work assignment, in order of importance to them.

A. Given Form #1, - CUSTOMER EXPECTATIONS (Page 6), you will interview in-person, five (5) customers, three (3) employees, and two (2) management personnel of your current work assignment to determine the needs or expectations of the publics you serve.

B. When survey is completed, using a copy of Form #1, - CUSTOMER EXPECTATIONS (Page 6), as a tally sheet, total the number of similar responses. List the responses on a separate sheet of paper with highest totals at the top to lowest totals at the bottom.

ACTIVITY #2. You will demonstrate that you understand the appropriate way to meet the public's needs or expectations.

Select from Activity #1, the ten (10) needs or expectations with the highest scores. With a number of fellow students in a role-playing situation, act out under your direction, the proper responses to these needs or expectations. While acting out these needs or expectations, you will identify the responses that you have learned in your present assignment.

ACTIVITY #3. You will discuss, and possibly acquire, other methods of meeting the expectations of the publics served in your present assignment.

Lead the class in discussion of other methods of responding to the needs or expectations of the publics you serve. List these methods on the chalkboard and have class vote for the method that seems best to handle each specific need or expectation.

ACTIVITY #4. You will demonstrate your understanding of the needs or expectations of the publics you serve by construction of a visual presentation of those needs or expectations.

Construct a bulletin board with materials cut from magazines and/or newspapers that describe a minimum of five (5) needs and expectations of the publics served in your present work assignment. When completed, discuss with the class various ways that these needs and expectations may be met.

ACTIVITY #5. You will demonstrate your understanding of what may or may not be an appropriate response to the needs or expectations of the public served.

Interview a supervisor of workers in your present assignment, and obtain two (2) examples of responses to each of three (3) specific needs or expectations of the publics served in your current work assignment. Discuss these with the class as to whether you feel these responses are appropriate; and if not, how you would improve them.

RESOURCES:

Chapman, Elwood N., *Your Attitude Is Showing*. Chicago: Science Research Associates, Inc., 1964

Richert, G. Henry, Meyer, Warren G. and Haines, Peter G., *Retailing, Principles and Practices*. New York: Gregg Division/McGraw Hill Book Company., 1968, 5th Edition, Unit Four.

Ernest, John W. and DaVall, George M., *Salesmanship Fundamentals*, 3rd Edition. New York: Gregg Division/McGraw Hill Book Company, 1965.

Kimbrell, Grady and Vinevard, Ben S., *Succeeding In The World of Work*., Bloomington, Illinois, McKnight and McKnight Publishing Co., 1970

"The American Customer" 16MM 20 min.
Modern Talking Picture Service, U.S.A.

"It's Good Business" 16MM 19 min.
Business Education Films, U.S.A.

[illegible]
Business Education Films, U.S.A.

FORM #1 CUSTOMER EXPECTATIONS

Interview in-person a minimum of three (3) each: customers, employees, and managerial personnel of your current work assignment. The question to be asked is, "Why do (Insert you or customers) buy at this store?"

List reasons in spaces provided. Make a check (✓) for each time a reason is repeated. Write out each new reason given.

POST TEST

INSTRUCTIONS:

1. Verbally, or in writing, present to your Work Experience Education Coordinator a list of at least eight (8) needs or expectations of the public served in your current work assignment. Describe at least two (2) different responses to meet these needs or expectations.

POST TEST (Scoring Key)

It is not possible to present a Scoring Key because I do not know what the specific needs or expectations will be. The Work Experience Education Coordinator should be able to prepare a key from the information provided by the activities.

IDEAS

1. Have as a guest speaker a member of your work assignments managerial staff. List on the chalkboard, a minimum of five (5) of the needs or expectations of the publics served, and discuss how and what are proper responses.

2. In a written report of no more than two typewritten pages, (double-spaced), answer the following question: How has your present attitude toward customers changed, if at all, during your first few weeks in your present work assignment?

3. You and another class member will each select two (2) more members to be on your respective teams. Your Work Experience Education Coordinator will describe in detail on a piece of paper a sales situation in which poor use is made of sales techniques and selected customer services. Each team will act out the way they think the situation should have been handled, and the class will vote on the presentations.

4. Verbally, or in writing, identify three (3) situations that you were able to respond to positively because of experience in responding to various needs or expectations of publics served in your work assignment.

LAP Prepared By: Ed Thomas

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: GENERAL

Program Goal: 4.3 Identify the needs of the publics served in your present assignment.

Performance Objective: 4.3.1 Identify the expectations of the publics served in your present work assignment. For each expectation or need you have described, give at least one (1) appropriate way you have learned to meet the public's need. Identify those responses which you learned in your present assignment.

NOTE TO THE STUDENT

In this LAP you will:

1. Identify the expectations or needs of the public you serve.
2. Show or give an appropriate way to meet these public needs.

RATIONALE

To be forewarned is to be forearmed. If you know the expectations and needs of the people you serve, then you can be prepared to serve them in an appropriate way. Good public relations is an important aspect of growth and success in any business.

DIRECTIONS

This LAP is to be completed by all students enrolled in

General Work Experience Education.

PRE-TEST

Minimum performance of 80% in order to skip this LAP.
(Five points for each of the 20 items)

1. List at least ten (10) expectations of the public you serve in your present work assignment.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

   f. ____________________

   g. ____________________

   h. ____________________

   i. ____________________

   j. ____________________

2. List five (5) occupations in which the consumer expectations would be similar.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

3. What are the consumer public expectations in the occupations listed in question 2?

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

PRE-TEST (Scoring Key)

(Answers will vary)

1. Any from the list on pages 5 and 6 are acceptable.

2. Occupations with similar expectations from the consumer public:

   Travel Agencies
   Information desk (hotels)
   Bank tellers
   All sales personnel
   Civil Service
   Public Services - utilities

3. Expectations:

   a. Courtesy
   b. Speed and efficiency
   c. Smile - pleasant disposition
   d. Accuracy - be well-informed
   e. Desire to be helpful
   f. Appearance
   g. Grammar and manner of speaking

LEARNING ACTIVITIES AND RESOURCES

Do all three (3) activities.

ACTIVITY #1. A chart is provided on pages 6 and 7 for the purpose of identifying the expectations of the public served in your present assignment. Underline those which pertain to your present situation. Complete this chart, giving at least one (1) appropriate way you have learned to meet the public need.

ACTIVITY #2. Identify those responses on page 6 and 7 which you learned in your present working assignment. Mark them with an asterisk (*).

ACTIVITY #3. Given five (5) occupations, write three (3) expectations the consumer public has for each occupations.

Waitress:

Expectations: 1. ______________________________

2. ______________________________

3. ______________________________

Service Station Attendant:

Expectations: 1. ______________________________

2. ______________________________

3. ______________________________

Grocery Cashier:

Expectations: 1. ______________________________

2. ______________________________

3. ______________________________

Policeman:

Expectations: 1. ______________________________

2. ______________________________

3. ______________________________

Teacher:

Expectations: 1. ______________________________

2. ______________________________

3. ______________________________

PUBLIC EXPECTATIONS

EXPECTATIONS	HOW TO MEET THIS NEED
1. Be courteous. (What does courteous mean?)	
2. Behave in a business-like way. (What does it mean to be business-like?)	
3. Avoid out-of-place humor.	
4. Do not belittle the customer.	
5. Do not laugh at customer mistakes.	
6. Know when to keep silent.	
7. Try to understand the other side of the argument or problem.	
8. Give the customer your first consideration and attention.	
9. Try to perform the task with speed and efficiency.	
10. Become well-informed about the job.	

EXPECTATIONS	HOW TO MEET THIS NEED
11. Smile easily and frequently.	
12. Be accurate; try not to make mistakes.	
13. Be tactful so you won't offend the customer.	
14. Be truthful.	
15. Use a well-modulated voice.	
16. Practice self-control.	
17. Desire to please the customer.	
18. Take time to find out customer's need	
19. Treat the customer as an important individual	
20. Cleanliness and neatness in appearance and habits. (The customer notices this.)	
21. Manner of speaking; use of good grammar	

I-DEAS

1. How does advertising affect or change public or consumer expectation? Look in magazines or newspapers, and listen to commercials on T.V. for ideas along these lines. For example, at one time the consumer was interested in durability or quality. Now, because of built-in obsolescense and our disposable, "throw-it-away" society, the consumer is demanding inexpensive items which are colorful, mod, and can be discarded when the novelty wears off. What other changing expectations have you noted? Write a report elaborating on these ideas.

2. Check the editorial pages in your newspapers and magazines for the current expectations of its readers. Make a list of the social and political expectations being brought to the Government's attention.

POST-TEST

Describe a situation at your place of work in which one of these qualities was evident. For example: courtesy and helpfulness. What was your reaction to the incident and the way in which personnel handled the problem?

POST-TEST (Scoring Key)

Any reasonable answer, at the discretion of the Coordinator, will be accepted.

LAP Prepared By: Burnett P. Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: GENERAL

Program Goal: 4.3 Identify the needs of the publics served in your present work assignment

Performance Objective: 4.3.2 As a result of dealing with the publics served in your present assignment, a satisfactory rating will be given to you by your Work Experience Education Sponsor in one or more written progress reports.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Demonstrate your ability to identify at least ten (10) important needs or expectations of the publics served in your present assignment.
2. Describe the proper responses to be used in dealing with the publics served.
3. Demonstrate the use of proper responses in dealing with the publics served.

RATIONALE

This LAP is designed to help you discover whether or not you are developing the ability to deal with the publics served in your present assignment.

DIRECTIONS

In this LAP you will identify a minimum of ten (10) needs or expectations of the publics served in your assignment; describe the proper responses to these needs or expectations; and discuss with your Work Experience Education Sponsor whether or not you are, or are not, using the correct responses.

PRE-TEST

NONE REQUIRED.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1, #2, and #3 are required.

ACTIVITY #1. You will be able to identify the needs or expectations of the publics served in your present work assignment in order of importance to you.

Compile a list of at least ten (10) needs or expectations that you feel are important to your publics served, and arrange them in order of importance to you on Form A (Page 5).

ACTIVITY #2. You will demonstrate your understanding of the proper responses to be used in dealing with the needs and expectations of your publics.

For each need or expectation listed in Activity #1, write two (2) responses that you feel would appropriately deal with these needs or expectations. Use Form B (Pages 6 and 7).

ACTIVITY #3. You will confirm your use of proper responses in dealing with the publics served in your present assignment.

Give your list developed in Activity #2 to your Work Experience Education Sponsor. Discuss whether or not you are, in fact, using the responses listed, and if not, how you might improve.

RESOURCES

Ernest, John W. and DaVall, George M., Salesmanship Fundamentals, 3rd Edition. New York: Gregg Division/McGraw Hill Book Company.

Richert, G. Henry; Meyer, Warren G. and Haines, Peter G., Retailing, Principles and Practices. New York: Gregg Division/McGraw Hill Book Company, 1968, 5th Edition.

Coordinators' Guide for Occupational Relations, University of Minnesota

"The American Customer" 16mm 20 min.
Modern Talking Picture Service, U.S.A.

"The Things People Want" 16mm 20 min.
Business Education Films, U.S.A.

"Improve Your Personality" 16mm 11 min.
Coronet Instructional Films
Coronet Building, Chicago, Illinois, 60601

FORM A

NEEDS OR EXPECTATIONS

When you accepted your present assignment, you became a member of a team with an important mission to perform. This mission is to serve the publics of your present assignment with merchandise, and/or services, in the best possible way. In order to be an effective member of your present assignments team, you must learn habits and form attitudes toward the publics served which will help you in your career.

INSTRUCTIONS: Compile a list of at least ten (10) needs or expectations of the publics served in your present assignment and arrange them in order of importance to you.

EXAMPLE: COURTESY AND CONSIDERATION

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

9. ____

10. ____

11. ____

12. ____

13. ____

14. ____

15. ____

FORM B

RESPONSES TO

CUSTOMER NEEDS AND EXPECTATIONS

In the following activity, it is hoped that upon reviewing the needs and expectations listed in Activity #1, you will be able to write two (2) responses that you feel would appropriately deal with these needs and expectations.

EXAMPLES: Genuine Interest

a. Learn the customer's name and use it often.

b. Thank the customers when they buy from you.

1. ____
   a. ______________________________________
   b. ______________________________________

2. ____
   a. ______________________________________
   b. ______________________________________

3. ____
   a. ______________________________________
   b. ______________________________________

4. ____
   a. ______________________________________
   b. ______________________________________

5. ____
   a. ______________________________________
   b. ______________________________________

6. ______________________________

   a. ______________________________

   b. ______________________________

7. ______________________________

   a. ______________________________

   b. ______________________________

8. ______________________________

   a. ______________________________

   b. ______________________________

9. ______________________________

   a. ______________________________

   b. ______________________________

10. ______________________________

   a. ______________________________

   b. ______________________________

POST-TEST

INSTRUCTIONS:

1. You will be rated by your Work Experience Education Sponsor once every two weeks for a period of six weeks, on Form C -- STUDENT PROGRESS REPORT, pages 10, 11, and 12.

2. When you begin this LAP, you will give to your Work Experience Education Sponsor the letter on page 9, with the three copies of Form C -- STUDENT PROGRESS REPORT, pages 10, 11, and 12. Request that these forms be completed at the proper times and returned to you.

3. If you receive from your Work Experience Education Sponsor a satisfactory rating on two out of the three progress reports, you may proceed to the next LAP.

4. When the LAP has been completed, you will give all completed work to your Work Experience Education Coordinator.

XYZ UNIFIED SCHOOL DISTRICT

TO: (Name of Work Experience Education Sponsor)

FROM: (Name of Work Experience Education Coordinator)

SUBJECT: Student Progress Reports

DATE:

- -

The attached STUDENT PROGRESS REPORTS are a valuable part of our Work-Experience Education Program. I use these forms to help determine the student employees' progress at their present work assignments and I am asking for your assistance in their completion.

Please complete one progress report every two weeks and give it to the student employee.

If you have any questions, please call me.

FORM C

STUDENT PROGRESS REPORT

Date:________________

To ____
(Work Experience Education Coordinator)

____
(School or District)

After observing ________________________________
(Student employee's name)

employed as ____________________________________, I
(Job Title)

certify that he/she is performing satisfactorily in his/her dealing with the needs or expectations of the publics served in this assignment.

____
Sponsor

____
Firm Name

____
Address

____
Phone

I-DEAS

1. Interview in person, employees in work assignments similar to yours. Compare the needs or expectations of the publics they serve with the list of needs or expectations of the publics you serve.

2. Lead class discussion on topic: "Why do people patronize certain places of business?" List reasons on the chalkboard, and when completed, compare with list of needs or expectations of the publics served in your present assignment.

3. Select a product such as a sport jacket, record player, or purse. Have several students study its consumer values and technical qualities. Then audio-tape several sales demonstrations in which you and other students assume the role of the sales person. Play back the record, identifying buying motives, needs, and other sales operations.

LAP Prepared By: Burnett P. Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: GENERAL

Program Goal: 4.4 Meet the needs of the publics served in your present work assignment

Performance Objective: 4.4.1 Indicate which expectations of the publics served in your present work assignment are easy to meet and which expectations you find most difficult to meet. Relate both the easy and difficult expectations to your own requirements as a member of the consumer public.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify a minimum of five (5) expectations of the publics you serve that you find most easy to meet, and five (5) that you find most difficult to meet.
2. Produce a list of expectations that you as a member of the consumer public have.
3. Compare your expectations with those of your publics served, and discuss whether you agree or disagree with them, and why.

RATIONALE

This LAP is designed to help you understand why some of your responses to your publics served are easy and some are difficult.

DIRECTIONS

In this LAP you will compose a list of your expectations as a member of the consumer public; list the expectations of your publics served as easy or difficult to meet; compare your expectations with your publics, and discuss whether or not you agree or disagree with them.

PRE-TEST

NONE REQUIRED.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1, #2, #3, and #4 are required.

ACTIVITY #1. You will be able to produce a list of expectations that you as a member of the consumer public have.

Using Page 6 - STUDENT WORKSHEET, identify a minimum of ten (10) needs or expectations that you as a member of the consumer public consider to be important. Rank them in order of most important to least important to you, and enter them in spaces provided on Form A, Page 7. Observe the instructions and examples given on page 6.

ACTIVITY #2. This activity will provide you with a list of needs or expectations the publics you serve consider important.

Using a tape recorder, conduct interviews with five (5) members of the publics you serve in your present assignment. Ask each person what five (5) needs or expectations he considers most important to him; and if possible, to rank them in order of most important to least important. Compile a list of the ten (10) most mentioned needs or expectations in order of most important to least important, according to number of times it was mentioned by persons being interviewed. Then list them in spaces provided on Form A, page 7.

ACTIVITY #3. This activity will help you to assess which expectations of the publics you serve are easy to meet, and which are difficult.

From the list of needs or expectations of your publics served developed in Activity #2, select the five (5) most easy and the five (5) most difficult for you to meet. Write them on the chalkboard, but do not categorize them as easy or difficult. Lead the class in discussion as to which ones they would find easy or difficult, and how they would handle them.

ACTIVITY #4. By discussing and comparing your order of needs or expectations with the order of your publics' needs or expectations, you may develop new techniques to meet the difficult ones.

Compare the two (2) lists on Form A, page 7, making a note of the ones where there is disagreement. Arrange some time for discussion with your Work Experience Education Coordinator or your Work Experience Education Sponsor, and discuss with him the possible reasons for the way the needs and expectations were ranked by both you and the publics you serve.

RESOURCES

1. Kimbrell, Grady and Vineyard, Ben S., Succeeding in the World of Work. Bloomington, Illinois, McKnight and McKnight Publishing Company, 1970

   Ernest, John W. and DaVall, George M., Salesmanship Fundamentals, 3rd Edition. New York: Gregg Division/McGraw Hill Book Company.

   Haas, Kenneth B., and Perry, Enos C., Sales Horizons, 3rd Edition, Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1968.

   "The American Customer" 16mm 20 min.
   Modern Talking Picture Service, U.S.A.

   "It's Good Business" 16mm 35 min.
   Business Education Films U.S.A.

   "The Things People Want" 16mm 20 min.
   Business Education Films U.S.A.

STUDENT WORKSHEET

This activity is designed to have you, as a student employee, develop a list of needs or expectations that you consider important when you are in the role of a member of the consumer public.

INSTRUCTIONS: 1. Using this sheet as a worksheet, list a minimum of ten (10) needs or expectations you can identify as a member of the consumer public.

2. Use as few words as possible to describe the need or expectation.

EXAMPLES: 1. Be tactful

2. Be well-informed about company policies and practices

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________

FORM A

COMPARISON SHEET - NEEDS OR EXPECTATIONS

INSTRUCTIONS:

1. Using the information given on page 6, rank the ten (10) expectations in order of most important to least important to you. Enter in spaces provided, using as few words as possible to describe expectation; i.e., courteous, service, price, etc.

2. Enter the results from Activity #2 in the spaces provided, ranking the order of importance of specific expectations of your publics.

STUDENT TRAINEE	PUBLICS SERVED
1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________
4. ____________	4. ____________
5. ____________	5. ____________
6. ____________	6. ____________
7. ____________	7. ____________
8. ____________	8. ____________
9. ____________	9. ____________
10. ____________	10. ____________

POST-TEST

INSTRUCTIONS:

1. On Form B, pages 9 and 10, in spaces provided, list the expectations that you find most easy to meet and those you find most difficult to meet.

2. In the space provided below each main statement, write a short statement why the particular expectation is easy or difficult for you.

3. Give Form B to your Work Experience Education Coordinator, and discuss your statements.

4. If, in the opinion of your Work Experience Education Coordinator, you have an understanding of why some expectations are easy and some difficult, and have some solutions for making the difficult ones less difficult, you may proceed to the next LAP.

5. The Work Experience Education Coordinator should retain the papers and file them for future reference.

FORM B

EXPECTATIONS WHICH ARE EASIEST FOR ME TO MEET

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

FORM B

EXPECTATIONS WHICH ARE MOST DIFFICULT FOR ME TO MEET

1. ____
____
____
____
____

2. ____
____
____
____
____

3. ____
____
____
____
____

4. ____
____
____
____
____

5. ____
____
____
____
____

LAP Prepared By: Dr. Dave Taxis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 4.4 Meet the needs of the publics served in your present work assignment.

Performance Objective: 4.4.2 Given examples of behavior or attitudes which are inappropriate to your present work assignment, explain or describe how these behaviors or attitudes might affect the employee, his fellow employees the public served, and the employer.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to understand and predict some of the effects on you, your fellow employees, your boss and your customers when you display an inappropriate attitude or behave inappropriately on the job.

RATIONALE

This LAP is designed to help you understand that inappropriate behavior on the job affects not only the person misbehaving, but many others.

DIRECTIONS

In this LAP you will discuss with your work supervisor inappropriate attitudes and behaviors in your job and you will list how inappropriate behavior affects you, your fellow employees, your boss, and your customers.

PRE-TEST

List below examples of inappropriate behaviors or attitudes which you have observed in work situations. Give one or more examples of misbehavior by each of the types of persons given.

Keep in mind that inappropriate behaviors and attitudes on the job affect the public served.

Inappropriate behavior or attitude by an employee:

____

____

____

____

____

Inappropriate behavior or attitude by an employer:

____

____

____

____

____

PRE-TEST

Scoring Key

Some possible answers are:

By an employee:

> Steals, dresses inappropriately (that is unsafe or incorrect clothing), must be prompted to fulfill his duties.

By an employer:

> Is not respectful to his employees, doesn't have consistant well known policies, favors certain employees and not others.

LEARNING ACTIVITIES AND RESOURCES

There are two activities in this LAP and both are to be completed.

ACTIVITY #1

Give three (3) examples of inappropriate behavior drawn from three work experiences. Briefly tell how you, your fellow employees, your boss and your customers would be affected if you were guilty of the inappropriate behaviors in end of your examples.

BEHAVIOR	EFFECT ON:			
	YOU	FELLOW EMPLOYEE	BOSS	CUSTOMER

ACTIVITY #2

Discuss with your work supervisor which behaviors and attitudes of company employees have the most negative effect on your company's customers. Make a report to your teachers.

POST TEST

If a printers' assistant in a small shop failed to proof read a wedding invitation and it was printed with the wrong date, explain below how the assistant, his fellow employees, the shop owner and the bride-to-be would be affected as a result of this inappropriate behavior.

The effect of the misprinted invitation on the printer's assistant:

____

____

____

____

The effect of the misprinted invitation on the other shop employees:

____

____

____

____

The effect of the misprinted invitation on the shop owner:

____

____

____

____

The effect of the misprinted invitation on the bride-to-be:

____

____

____

____

POST TEST

Scoring Key

The following are examples of answers you might give.

The printer's assistant might be chewed-out by his boss.

The employees might have to put in extra time to reprint the job.

The shop owner might have to bear the expense of labor and materials to reprint the job.

The bride-to-be may not get the invitations out in time.

I-DEAS

1. Discuss how inappropriate behavior by players in a football game is handled.

2. List an example of inappropriate behavior which you have observed in a work situation. How was it handled? Do you think it was handled appropriately? Discuss.

3. Compare your parents' method of dealing with inappropriate behavior with the methods of your boss and yourself.

4. Role play in class a situation among an employer and a customer where the employee has acted inappropriately and the customer holds the employer responsible.

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: GENERAL

Program Goal: 4.4 Meet the needs of the publics served in your present work assignment

Performance Objective: 4.4.2 Given examples of behavior or attitudes which are inappropriate to your present work assignment, explain or describe how these behaviors or attitudes might affect the employee, his fellow employees, the public served, and the employer.

NOTE TO THE STUDENT

By the time you finish this LAP you will:

1. Recognize a variety of inappropriate attitudes or behaviors.
2. Demonstrate your awareness of these inappropriate attitudes and behaviors in your present work assignment.
3. List the effects of such behaviors or attitudes on you, your employer, your fellow employees, and the publics you serve.

RATIONALE

This LAP is designed to help you understand what effects inappropriate behavior and attitudes may have on your fellow employees, your employer, yourself, and the publics served.

DIRECTIONS

All students attempting this LAP will complete it. The satisfactory completion of the Pre-Test does not allow the skipping of this LAP. In this LAP, you will conduct a survey and develop a list of various inappropriate attitudes and behaviors; demonstrate by role-playing these inappropriate attitudes and behaviors; and list the possible effects of such attitudes and behaviors on your fellow employees, your employer, yourself, and the publics you serve.

PRE-TEST

Given the following examples of inappropriate behavior, in a role-playing situation arranged by you, demonstrate how these behaviors or attitudes could affect the following groups: your fellow employees, your Work Experience Education Sponsor, the publics served, and yourself.

A. Always returns late from eating

B. Uses company supplies for personal projects

C. Wants to go to the beach so calls in sick

D. Talks all the time so others cannot do their work

PRE-TEST (Scoring Key)

Answers will vary according to the situation arranged by the student. The following are some effects that might occur:

A. Public may be kept waiting; loss of sales; poor customer attitude toward company.

B. Supplies not available when needed by company.

C. Person who had the day-off coming to him might miss out; makes for bad co-worker relations.

D. Interruptions annoy co-workers, lose time and money for company.

One of the effects that can occur in all cases is the chance of being reported or observed, and losing the position.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1, #2, #3, and #4 are required.

ACTIVITY #1. A. Using Form A - BEHAVIORS AND ATTITUDES, page 6, survey a minimum of ten (10) people, among them your Work Experience Education Sponsor and other management personnel, fellow employees, and members of the publics served. Have each give you three (3) inappropriate behaviors or attitudes of your career station personnel.

B. Tally the results in Activity #1A, combining answers that seem closely related. List the ten (10) highest in order of most to least number of times mentioned, and enter in spaces provided on Form B, page 8.

ACTIVITY #2. With fellow students in a role-playing situation, demonstrate each of the inappropriate behaviors and attitudes listed in Activity 1B, relating them to your present work assignment. In the role-playing situation, show how these behaviors or attitudes might affect the employee, his fellow employees, the public served, or the Work Experience Education Sponsor.

ACTIVITY #3. Given the role-playing situations developed in Activity #2, discuss with the class and list on the chalkboard other ways that these inappropriate behaviors and attitudes might affect publics served and the personnel of your career station.

ACTIVITY #4. Select five (5) of the inappropriate behaviors and attitudes listed on Form B, page 8; construct a bulletin board depicting in cartoon form how the behavior or attitude might appear to the public served. Example: Insulting tone by an employee could be a face breathing fire. Label the five (5) behaviors or attitudes.

RESOURCES

Chapman, Elwood N., *Your Attitude is Showing*. Chicago;
Science Research Associates, Inc. 1964.

Kimbrell, Grady and Vineyard, Ben S., *Succeeding in the World of Work*.
Bloomington, Illinois, McKnight and McKnight Publishing Company, 1970.

Coordinators' Guide for Occupational Relations,
University of Minnesota

"The American Customer" 16mm 20 min.
Modern Talking Picture Service, U.S.A.

"It's Good Business" 16mm 35 min.
Business Education Films, U.S.A.

FORM A

BEHAVIORS AND ATTITUDES

INSTRUCTIONS: Interview a minimum of ten (10) people and have each give you three (3) inappropriate behaviors or attitudes of personnel in your present career station. Among the persons interviewed, include your Work Experience Education sponsor and other management personnel, your fellow employees, and members of the publics served.

EXAMPLES:
A. Borrows money but never returns it
B. Returns late from coffee break all the time
C. Becomes moody when employer criticizes work

Person #1. a.______________________________
b.______________________________
c.______________________________

Person #2. a.______________________________
b.______________________________
c.______________________________

Person #3. a.______________________________
b.______________________________
c.______________________________

Person #4. a.______________________________
b.______________________________
c.______________________________

Person #5. a.______________________________
b.______________________________
c.______________________________

Person #6. a.______________________________
b.______________________________
c.______________________________

Person #7. a.______________________________
b.______________________________
c.______________________________

Behaviors and Attitudes (continued)

Person #8. a.____

b.____

c.____

Person #9. a.____

b.____

c.____

Person #10.a.____

b.____

c.____

FORM B

BEHAVIORS AND ATTITUDES

INSTRUCTIONS: 1. Given the answers to the survey taken in Activity #1A, Form A, pages 6 and 7, tally the results combining answers that seem closely related.

2. List ten (10) behaviors or attitudes in order of greatest to least number of times mentioned, and enter them in the spaces provided on this form.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

J. ______________________________

POST-TEST

INSTRUCTIONS:

1. You are given three (3) cases of inappropriate behavior on pages 10, 11, and 12.

    A. On the back of each page, answer the questions listed at the bottom of the case.

    B. Give the answers to your Work Experience Education Coordinator, and discuss with him/her the reasons for your answers.

    C. If, in the opinion of your Work Experience Education Coordinator, your reasons are good and he/she feels that you realize the effect of inappropriate behaviors or attitudes, you may proceed to the next LAP.

EMPLOYER-EMPLOYEE RELATIONS

CASE PROBLEM:

"Misinformed Mike"

Mike was just leaving Brandt and Sharp when he met Tony. "Hi, Tony," said Mike.

"Hello, Mike, did you just finish work?" returned Tony.

"Yes, and am I glad to be through for the day," said Mike. "That Mr. Brandt is beginning to irritate me. Today he told me, 'Mike, you have to be more congenial with the customers. You have to act like you are sincerely interested in them. You seem to be indifferent to customers and you act as if you don't care if they come in or not.'"

"Then you don't get along very well with Mr. Brandt. At least, that is the way it sounds to me."

"I don't know. We were getting along swell until today. He's never said anything before, so I thought I was doing all right."

"I have never met Mr. Brandt," said Tony. "I have been in the store several times, but I didn't know the people who waited on me. He seems to have a nice store, though."

"Yes, he has a nice store and his business is good. He is a very good businessman. I enjoyed working there until today, but I can't stand to have a person harping about my work," said Mike.

1. Do you think Mr. Brandt was unjust in his comments to Mike?
2. Is Mike overly-sensitive?
3. How would you react to Mr. Brandt's suggestions?

* * * * *

Source: *Coordinators' Guide for Occupational Relations*, University of Minnesota.

CASE PROBLEM:

"Can Employers Read Minds?"

Mr. Jones was having coffee with Mr. Zurn, the coordinator at Redwood High. Mr. Jones was discussing the three trainees who were working at his store.

"You know, I form my opinion of a worker, in a large degree, by the way he reacts to the directions I give him," Mr. Jones said. "Bob Hank, for instance, appears apathetic when I tell him what to do. I often wonder if he is listening to me. However, when I finish talking, he immediately turns and does what he has been told. I really shouldn't complain because he always does the job correctly."

"Gordy Skinner, on the other hand, is very attentive while I am talking to him. I can tell by the expression on his face the exact moment that he doesn't understand me. Gordy nods his head when I finish talking to signify that he has understood what I have told him. By doing that, he signifies that my message was clear and I am certain that the job will be done correctly."

"The other trainee, Bob Dirks, is very similar to Gordy in listening to directions. Bob looks directly at me, nods his head occasionally, and asks me to repeat anything he doesn't understand. He occasionally repeats the directions back to me in his own words if he is still unsure of them. After I have finished, Bob says, 'I'll do it right away,' or 'All right, Mr. Jones, I'll do it now.'"

"The boys certainly show a contrast in the way they take directions," said Mr. Zurn. "I would like to know what your evaluation of the boys is."

* * * * *

Source: Coordinators' Guide for Occupational Relations, University of Minnesota.

CO-WORKER RELATIONS

CASE PROBLEM:

"The Sales Grabber"

"Mr. Cox, I have a problem."

Mr. Cox looked up from his work and saw Donna Leonard, one of his student-trainees standing in the doorway. "Come in and let's talk it over, Donna. Have a chair."

"It's one of the saleswomen in my department -- Mrs. Gunderson. She is constantly stealing my sales and, as a result, my sales are much lower than they should be."

"How does Mrs. Gunderson steal your sales, Donna?" questioned Mr. Cox.

"I'll give you an example. Yesterday I was showing a customer some of the new dresses that had just arrived. The customer was examining one of them and I was looking through the stock for another style that she had requested. While I was looking, Mrs. Gunderson walked over to the customer. She commented that the dress the customer was holding was 'just her style.' Before I knew what had happened, Mrs. Gunderson was ringing up the sale." Donna continued, "She also stays close to the cash register. In that way, she is sure to get all the sales from customers who know what they want and get the merchandise themselves. She never helps us when we rearrange the counters."

"Does your department manager know about Mrs. Gunderson?" asked Mr. Cox.

"I don't know," Donna said. "Her sales record is very high so I imagine that the manager assumes that she is a good sales person. All the other sales people complain about Mrs. Gunderson's tactics, but only among themselves. However, she doesn't "swipe" as many sales from them as she does from us. She likes to pick on part-time girls because she knows we are afraid to say anything."

1. Should Donna tell her department manager about Mrs. Gunderson?
2. Is it a good practice to tell on other employees?
3. Do you think Donna should say anything to Mrs. Gunderson? Should the other saleswomen?
4. Is there a "sales grabber" in your department? What can you do about it?

* * * * *

Source: Coordinators' Guide for Occupational Relations, University of Minnesota.

LAP Prepared By: Burnett P. Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ________

Type of Work Experience Education: GENERAL

Program Goal: 4.4 Meet the needs of the publics served in your present work assignment

Performance Objective: 4.4.3 Meet the needs of the publics served in your present work assignment. Verification of the attainment of this objective will be made by your Work Experience Education Sponsor on a rating form.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to:

1. Assess the order of importance of various needs or expectations of the publics served.
2. Demonstrate your understanding of the importance of these needs or expectations.
3. Demonstrate your ability to meet these needs or expectations of the publics served in your present work assignment.

RATIONALE

This LAP is designed to help you discover whether you are fulfilling the needs or expectations of the publics served in your present assignment.

DIRECTIONS

In this LAP you will develop a list of needs or expectations in order of importance to you; discuss with your Work Experience Education Sponsor the completeness of your list; evaluate your ability to meet these needs or expectations; and be evaluated by your Work Experience Education Sponsor on your ability to meet these needs or expectations. All students will complete this LAP. A satisfactory completion of the Pre-Test does not allow skipping of the LAP.

PRE-TEST

INSTRUCTIONS:

1. Using a portable tape recorder, you will be recorded in your present career station in two (2) or more encounters with the publics served.

2. In a related class situation, brainstorm a minimum of twenty (20) needs of the publics served in your present career station. List the needs on the chalkboard and have your Work Experience Education Coordinator review and replace, if necessary, some needs that you and the class agree are more important than ones listed.

3. Play the tape recording to the class and have them and your Work Experience Education Coordinator analyze your performance as to whether or not you successfully recognized the listed needs that did appear, and that you met them in your performance.

4. Copy the list of needs developed in the second instruction on this page and use them in Activity #1.

PRE-TEST (Scoring Key)

Answers will vary.

Although there will be no specific answers to Pre-Test question #2, the following are areas that the students might mention and some suggested needs in each area.

1. Personal Traits:

    Grooming

    Speech

    Initiative

2. Abilities:

    Follows directions

    Is punctual

    Takes criticism

3. Business skills:

    Mathematics

    Meeting people

    Use of the phone

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1, #2, #3, and #4 are required.

ACTIVITY #1. To demonstrate your ability to assess the importance of various needs or expectations of your publics served.

Given the needs or expectations developed in the Pre-Test, select fifteen (15) and rank them in order of importance to you. On Form A, page 5, list them in order of most important to least important, in the spaces provided.

ACTIVITY #2. To demonstrate your understanding of the importance of these needs or expectations of the publics served in your present work assignment.

Have your Work Experience Education Sponsor review the list developed in Activity #1, and discuss with him your reasons for the order you selected. If necessary, rearrange the list after the discussion and replace some of the needs or expectations with others that you and your Work Experience Education Sponsor feel should be included.

ACTIVITY #3. Given Form B, page 6, and Form C, page 9, enter in the spaces provided the needs or expectations discussed and agreed upon by you and your Work Experience Education Sponsor in Activity #2.

ACTIVITY #4. You will become aware of how you are meeting the needs or expectations of the publics you serve.

Given Form B, page 6, evaluate yourself once a week for three weeks, constantly trying to improve your ratings. This is a personal evaluation for your information only; do it honestly and as objectively as possible.

FORM A

NEEDS OR EXPECTATIONS OF THE PUBLICS SERVED

INSTRUCTIONS:

1. Given the list of needs or expectations developed in the Pre-Test, select fifteen (15) and rate them in order of their importance to you.

2. In the spaces provided below, list them in order of most important to least important.

(A)____

(B)____

(C)____

(D)____

(E)____

(F)____

(G)____

(H)____

(I)____

(J)____

(K)____

(L)____

(M)____

(N)____

(O)____

FORM B

STUDENT SELF-EVALUATION
CUSTOMER NEEDS OR EXPECTATIONS

INSTRUCTIONS: Given the fifteen (15) needs or expectations developed by you and your Work Experience Education Sponsor, enter them in the spaces provided on the form. Evaluate yourself once a week for three (3) weeks. Points assigned will be: Excellent (5), Good (4), Average (3), Fair (2), and Poor (1). Enter points in the proper space for each week; when you have completed each week's evaluation, total the points, and enter total in space provided at bottom of the form.

Customer Needs or Expectations	First Week	Second Week	Third Week
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
	TOTALS		

POST-TEST

INSTRUCTIONS:

1. When you begin this LAP, you will give to your Work Experience Education Sponsor the letter on page 8 with the copy of Form C - EVALUATION REPORT FOR STUDENT TRAINEE, page 9.

2. You will be rated by your Work Experience Education Sponsor once a week for a period of three (3) weeks, on Form C, page 9.

3. Points will be awarded on the basis of Excellent (5), Good (4), Average (3), Fair (2), and Poor (1).

4. Arrange for time each week with your Work Experience Education Sponsor so that you may discuss your evaluation for the week, and how you may improve if necessary.

5. If you achieve a score of 65 points or better in your second and third week, you may proceed to the next LAP.

6. Have your Work Experience Education Sponsor return Form C to you. Give it to your Work Experience Education Coordinator to file for future reference.

XYZ UNIFIED SCHOOL DISTRICT

TO: (Name of Work Experience Education Sponsor)

FROM: (Name of Work Experience Education Coordinator)

SUBJECT: Evaluation Report on Student Trainee

DATE:

- -

The evaluations you give on the attached EVALUATION REPORT FOR STUDENT TRAINEE, is a valuable part of our Work-Experience Education Program. As I use these forms to help determine the student employees' progress at their present work assignments, I am asking for your assistance in their completion.

Please evaluate the student trainee once a week for three weeks, and when completed, return the form to the student.

Thank you very much for the assistance in this evaluation, and if you have any questions, please call me.

POST-TEST FORM C -- WORK EXPERIENCE EDUCATION PROGRAM
EVALUATION REPORT FOR STUDENT TRAINEE

Student's Name: ______________________________

Work Performed: ______________________________

INSTRUCTIONS:

1. Evaluate student once a week for a period of three weeks.
2. Points assigned will be: Excellent (5), Good (4), Average (3), Fair (2), and Poor (1).
3. Enter points in proper box for each week, taking care that they are entered opposite the proper customer need or expectation.
4. Total the points vertically in each column at the end of the evaluation, and enter total in space provided at the bottom.
5. Discuss ratings with Student Trainee and how they may be improved.

Customer Needs or Expectations	(First) Week of	(Second) Week of	(Third) Week of
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
TOTALS			

Signature of Sponsor: ______________________________

Name of Firm: ______________________________

LAP Prepared By: D. Gene Davis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE ______________

Type of Work Experience Education: GENERAL

Program Goal: 5.1 Apply knowledge of employment procedures and practices required for job placement

Performance Objective: 5.1.1 List activities and sources that may be utilized to seek out technical and supportive information needed prior to employment. As a part of each activity, outline steps that would be carried out to insure complete awareness of practical activities needed for job placement.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Prepare a resume' or personal information sheet.
2. Complete an employment information application for a potential employer about yourself.

RATIONALE

The activities outlined in this LAP will prepare you for that first contact with the employer for whom you would like to work.

DIRECTIONS

This LAP is divided into two (2) parts. It is designed to introduce you to important activities that you must know when applying for any kind of work. It tests your ability to write clearly and to speak so others can understand what you are trying to say.

PRE-TEST

1. List and describe the seven (7) categories that are normally included in preparing a resume' or personal data information sheet about yourself.

(a) ____

____

(b) ____

____

(c) ____

____

(d) ____

____

(e) ____

____

(f) ____

____

(g) ____

____

2. List a minimum of ten (10) categories that are normally included on an application form.

(a) ____
(b) ____
(c) ____
(d) ____
(e) ____
(f) ____
(g) ____
(h) ____
(i) ____
(j) ____

3. Identify and describe briefly four (4) technical and supportive documents that give information necessary for preparation for employment.

(a) ____

____

____

(b) ____

____

(c) ____

____

____

(d) ____

____

____

PRE-TEST (Scoring Key)

1. a. Identifying information
   b. Personal information
   c. Education
   d. Employment
   e. Activities
   f. Physical information
   g. References

2. Answers will vary. Sample categories given below.

   a. Name
   b. Address
   c. Birth information
   d. Naturalization
   e. Physical characteristics
   f. Military
   g. Person to notify if injured
   h. Relative
   i. Marital status
   j. References
   k. Education
   l. Police record
   m. Security clearance
   n. Past residences
   o. Organization membership
   p. Foreign language
   q. Special skills
   r. Foreign travel

3. Answers will vary. Use Appendix B for possible responses.

Evaluative Criteria: If student cannot respond to all three (3) questions to the satisfaction of his Work Experience Education Coordinator, the student should complete this LAP.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. Prepare a resume' or a personal information sheet (Use page 7 of this LAP) which includes the following:

A. Identifying information:

(1) Legal name
(2) Address
(3) Telephone number
(4) Date of birth
(5) Place of birth
(6) Social Security Number
(7) Citizenship

B. Personal information:

(1) Age
(2) Height
(3) Weight
(4) Marital status
(5) Number of dependents - names, ages, birthdates
(6) Military record, including discharge information

C. Education - Name of school, date attended, and major course of study for all schooling and training, including:

(1) Junior high and high school
(2) Night or adult school
(3) Trade or business school
(4) Correspondence courses
(5) College
(6) University

D. Employment experience - List the following data for each job held in the order of employment:

(1) Employer's name and address
(2) Date of employment
(3) Job title and duties performed
(4) Name of supervisors
(5) Reason for leaving
(6) Bonding record, if any
(7) Average wages

E. Activities

(1) Talents and special skills or abilities
(2) Hobbies
(3) Clubs and organizations
(4) Sports
(5) Specific interest

F. Physical information

(1) Physical handicaps or injuries
(2) Chronic diseases or allergies
(3) Institutional care for physical or mental treatment

G. References - (All references are listed with the individuals' permission and should be persons who can recommend your work, your scholarships, and/or your character.)

RESUME'
or
PERSONAL DATA SHEET
FORM

A. Identifying Information:

(1) Legal Name____
(2) Address____
(3) Telephone Number __________ (4) Date of Birth______________
(5) Place of Birth ____________ (6) Soc. Sec. # ________________
(7) Citizenship ________________

B. Personal Information:

(1) Age ____________ 2. Height _________ 3. Weight __________
(4) Marital Status __ 5. Number of Dependents ________________
Name_________________________ Age__________ Birthdate__________
Name_________________________ Age__________ Birthdate__________
Name_________________________ Age__________ Birthdate__________
Name_________________________ Age__________ Birthdate__________
(6) Military Record ____

C. Education:

____
____
____
____
____

D. Employment Experience:

____
____
____
____
____
____
____

E. Activities:

____

____

____

____

F. Physical Information:

____

____

____

G. References:

Name: ________________________________
Current Address & Phone: ________________
Occupation: ______________ Years of Acquaintance: ______

Name: ________________________________
Current Address & Phone: ________________
Occupation: ______________ Years of Acquaintance: ______

Name: ________________________________
Current Address & Phone: ________________
Occupation: ______________ Years of Acquaintance: ______

Name: ________________________________
Current Address & Phone: ________________
Occupation: ______________ Years of Acquaintance: ______

ACTIVITY #2. List and define five (5) words or phrases commonly used on employment forms (Appendix [illegible] - pages 16 and 17) you cannot now define.

Word:______________. ______________________________

____

____

Word: ______________. ______________________________

____

____

Word:______________. ______________________________

____

____

Word:______________. ______________________________

____

____

Word:______________. ______________________________

____

____

____

ACTIVITY #3. Complete the employment application form (use pages 10 to 15) of this LAP and submit it to your Work Experience Education Coordinator for his approval.

EMPLOYMENT APPLICATION INFORMATION

*This paper is the personal property of the individual named below. It contains vital records and is [illegible] be used for reference only.

1. NAME (Use name shown on Social Security Card)

Last	First	Middle	Soc. Sec. No.	Male ☐ Female ☐

2. ADDRESS

Number and Street	City	State	Zip Code	Telephone	Own ☐ Message ☐

3. BIRTH RECORD

				BIRTHPLACE			
Date of Birth	Month	Day	Year	City	County	State or Country	Country of which you are now a citizen

4. (Foreign-born) NATURALIZATION

Date entered U.S.	Port of entry	Date of first papers	Naturalization Certificate Number

5. PHYSICAL CHARACTERISTICS

Ht. without shoes	Weight	Color of hair	Color of eyes	Prominent scars	Physical or mental handicaps

6. MILITARY Selective Service Class. ______ Reserve or National Guard Status ______

Branch of U.S. Service	Service No.	Date Entered	Date Discharged	Rank at Discharge	Type of Discharge	Duties or specialty areas

7. PERSON TO BE NOTIFIED IN CASE OF ACCIDENT OR ILLNESS

Full Name	Number and Street	City	State	Telephone	Message ☐ Own ☐

*Permission granted for reproduction by: Larsen, Glen M., Job Application & Instruction & Record Book, San Bernardino County Schools, 1971.

8. RELATIVES	List parents, spouse, brothers, and sisters. If deceased, put "D" in last column.						
Relation	Name			Address	Birthplace	Birthdate	Now a citiz of (ctry.)
Father							
Mother (Maiden Name)							
Husb. or Wife (Maiden Name)							
Brother or Sister							
Brother or Sister							
Brother or Sister							
Son or Daughter							
Son or Daughter							
Son or Daughter							

9. MARITAL STATUS

Single	Married	Widowed	Divorced	Separated

10. REFERENCES List three persons living in the U.S. or Territories who are NOT RELATED TO YOU AND WHO HAVE DEFINITE KNOWLEDGE OF YOUR QUALIFICATIONS and fitness for the position for which you are applying. Do not list names of supervisors that appear in your work experience record.

Name			Present business or home address	Telephone	Business or Occupation	Years Known
First	Middle	Last	(Street, City, State)			

11. EDUCATION

Circle the highest grade completed 1 2 3 4 5 6 7 8 9 10 11 12	Name of last high school attended			If you graduated from high school, give date
	Street	City	State or Country	Month Year

Name and location of colleges or universities attended	Dates		Years completed		Credit Hours		Degree Received	Year
	From	To	Day	Night	Semester	Quarter		

Chief undergraduate college subjects	Semester hours of credit	Quarter hours of credit	Chief graduate college subjects				Semester hours of credit	Quarter hours credit

State major field of study at highest level of college work.

Other training (for example, trade, vocational or business schools, training in the Armed Forces, etc.) For each entry, give the name and location of the school, dates attended, subjects studied, certificates earned, and any other pertinent data.

12. POLICE RECORD Have you ever been arrested for any offense other than minor traffic violations?

Yes ☐ No ☐ If yes, give date, place, charge,
and disposition

13. SECURITY CLEARANCE Have you ever applied for, been granted, or denied a security clearance by any Department or Agency of the United States Government?

Applied Yes ☐ No ☐ Granted Yes ☐ No ☐ Denied Yes ☐ No ☐

If granted, when, where, and by whom?

If denied, when and by whom?

14. RESIDENCE List the addresses of residence you have occupied in the past 20 years or from age 15, whichever is shorter. Include military stations. List oldest address first. Use additional sheets as necessary.

Number and Street	City	State or Country	From		To	
			Month	Year	Month	Year

16. FOREIGN LANGUAGE Enter below the foreign language(s) you know and indicate your knowledge of each by placing an "X" in the proper column to the right.

	Reading			Speaking			Understanding			Writing		
	Exc.	Good	Fair	Exc.	Good	Fair	Exc.	Good	Fair	Exc.	Good	Fair

17. FOREIGN TRAVEL Have you lived or traveled in a foreign country? ☐ Yes ☐ No If yes, enter the required data below.

Name of Country	Length of visit in days	Dates		Reason or purpose of visit (Military, business, education, or vacation)
		From	To	

18. SPECIAL QUALIFICATIONS AND SKILLS

Licenses or certificates obtained (pilot, teacher, registered nurse, lawyer, radio operator, C.P.A. etc.)	Licensing authority	Year of first license or certificate	Expiration date of license or certificate

Special skills you possess and machines and equipment you can use (short-wave radio, multilith, comptometer, key punch, turret lathe, transcribing machine, scientific or professional devices, etc.) If you can type and/or take shorthand, enter the number of words per minute in the appropriate column(s) at the right	Typing	Shtd.

19. ORGANIZATION MEMBERSHIP	List all organizations in which you hold or have held membership.			
Name and address	Type	From	To	Office held

20. ADDITIONAL INFORMATION

Use the space below for anything you wish to tell about your special abilities, activities in which you like to work, and positions that are you qualified to fill. Include any special qualifications not covered in this application.

APPENDIX A

WORDS AND PHRASES COMMONLY USED ON EMPLOYMENT FORMS

- accident
- acquaintance
- activities
- additional
- address
  - legal
  - mailing
  - permanent
  - summer
  - temporary
- affiliation
- age
- applicant
- application blank
- apprehended
- apprenticeship
- approximate
- armed forces
- arrest record
- arrested
- assets
- athletics
- attendance
- available
- average

- background
- birthdate
- birthplace
- bonded

- capacity
- circle grade completed
- citizen
- citizenship
- city
- civic
- class standing or rank
- color of eyes and hair
- compensation
- complete
- contemplate
- continuous
- consignment
- convicted
- corporation
- county
- creditors

- data
- dates: from __ to __
- debt
- decreased
- defects
- degree
- dependents
- describe briefly
- describe fully
- description
- disclosures
- dismissal
- documentary
- draft classification
- duties

- education
  - elementary school
  - grade school
  - grammar school
  - junior high school
  - senior high school
  - adult school
  - trade school
  - vocational school
  - business school
  - technical school
  - correspondence school
  - college
  - university
  - graduate school

- emergency
- employer
- encumbrance
- estimate
- examination
- executives
- experience
- extra-curricular
- eyesight

- fellowships
- felony
- fidelity bond
- foreign language
- former

- garnisheed wages
- graduated

- handicap
- health
- hearing
- hobbies
- housing

- identification
- immediate
- impairment
- information
- institutional
- insurance
- intervals
- interview

- jeopardize

- legal guardian
- leisure
- location

- marital status
  - single
  - engaged
  - married
  - separated
  - divorced
  - widowed
  - remarried

- mechanical
- membership
- military service
- miscellaneous
- misrepresentation
- mortgage

- naturalization
- nature of
- night shift

- occupations
- operations
- organic
- organization

Words and Phrases (continued)

participate
particulars
physical
position
preference
previous
print
professional

qualifications

recent
reference
  bank
  character
  employment
  personal

referred by
rejected
relationship
relatives
reside
residence
responsibility
right or left-handed

salary
scholarships
scholastic
serious
sex
signature
social security number
societies
special skills
specialized
spouse
spouse's occupation
state
summarize
supervisor
supplementary
supply information

talent
telephone
temporarily
termination
territory
transportation
type

unauthorized
union member

violation

wages
weight
witness
write

zip code
zone

APPENDIX B

GENERAL PREPARATION FOR EMPLOYMENT

Texts, Guides, Workbooks, and Miscellaneous Publications

Interstate Printers and Publishers, Inc.
  Applying For a Job - A Self-Study Guide for Students

South-Western Publishing Company
  Business Behavior, Third Edition
  How to Find and Apply For a Job, Second Edition
  You and Your Job

McGraw-Hill Book Company, Gregg Division
  Fitting Yourself For Business, Fourth Edition
  The Job You Want

California State Department of Education
  Teaching Personal Development for Occupational Preparation

Follett Publishing Company
  The Jobs You Get
  Wanting a Job
  Starting a Job
  Looking for a Job
  Holding a Job
  Changing a Job
  Taking Stock
  Getting That Job
  Keeping That Job

Addison-Wesley Company
  How to Get a Job (Teacher's Package)

California Bankers Association
  How to Find the Right Job For You

Science Research Associates
  Getting Along With Others 5-158
  Charting Your Job Future 5-130
  Personality and Your Job 5-1178
  Understanding our Economy 5-834
  Your Attitude is Changing
  Your Attitude is Showing

U. S. Office of Education
  Curriculum Guide to Adult Basic Education - Units II - Xiii

Pacific Telephone
  Looking For a Job
  Pocket Check List

Texts, Guides, Workbooks (continued)

California State Department of Employment
    Miscellaneous Pamphlets

Personnel and Industrial Relations Association
    You and Your First Job

U. S. Department of Labor
    Occupational Outlook Handbook
    Career Guide for Demand Occupations

Audio-Visual Materials

Instructional Aids, Inc.
    I Want a Job (Overhead Transparency)

McGraw-Hill films - Business Education Series
    Getting a Job and Keeping It
    Earning Your Money
    Your Boss is Proud of You
    You Want to Make a Good Impression
    Yes. Politeness Is For You

Tecnifax Corporation
    How to Find a Job Set #84434 (Overhead Transparency)

POST-TEST

1. List and describe the seven (7) categories that are normally included in preparing a resume' or personal data information sheet about yourself.

(a) ____________________

____

____

(b) ____________________

____

____

(c) ____________________

____

____

(d) ____________________

____

____

(e) ____________________

____

____

(f) ____________________

____

____

(g) ____________________

____

____

2. List a minimum of ten (10) categories that are normally included on an employment application form.

(a)________________________ (f)________________________

(b)________________________ (g)________________________

(c)________________________ (h)________________________

(d)________________________ (i)________________________

(e)________________________ (j)________________________

3. Identify and describe briefly four (4) technical and supportive documents that give information necessary for preparation for employment.

(a)____

____

(b)____

____

(c)____

____

(d)____

____

POST-TEST (Scoring Key)

1. (a) Identifying information
   (b) Personal information
   (c) Education
   (d) Employment
   (e) Activities
   (f) Physical information
   (g) References

2. Answers will vary. Sample categories given below.

   (a) Name
   (b) Address
   (c) Birth information
   (d) Naturalization
   (e) Physical characteristics
   (f) Military
   (g) Person to notify if injured
   (h) Relative
   (i) Marital status
   (j) References
   (k) Education
   (l) Police record
   (m) Security clearance
   (n) Past residences
   (o) Organizational membership
   (p) Foreign travel
   (q) Foreign language
   (r) Special skills

3. Answers will vary. Use Appendix B for possible responses.

Evaluative Criteria: If student cannot respond to all three (3) questions to the satisfaction of his Work Experience Education Coordinator, the student should repeat this LAP.

I-DEAS

Contact a private employment agency and request a sample resume' or personal data information form, and complete each for comparison purposes.

Contact two (2) employers and request a copy of their employment application forms, and write a one-page comparison of the two (2).

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: GENERAL

Program Goal: 5.2 Understand the rules, regulations, procedures, and practices related to employee wages, wage deductions, benefits, and working conditions.

Performance Objective: 5.2.1 Give evidence of knowledge and understanding of the rules, regulations, procedures, and practices that are important to employees.

NOTE TO THE STUDENT

This LAP involves the acquisition of background information that will assist the new employee to understand his benefits and be a better-informed employee.

RATIONALE

The more an employee is informed about rules, regulations, and practices that govern most employment, the more he will understand matters that relate to him while he is actively engaged in the world of work.

DIRECTIONS

This LAP investigates, in detail, the regulations and procedures that relate to specified benefits provided for most workers. A step-by-step investigation is provided in four areas of employee-related benefits.

INTRODUCTION

There are many rules, regulations, procedures, and practices that are important to new employees, as well as those who are well-established in the world of work.

This LAP will generally follow rules and regulations that legally apply to most workers. Other areas covered will relate to procedures and practices in specific employment situations.

The new workers using this LAP will be expected to utilize specific references as noted throughout this activity. This experience will provide an opportunity to gain information that will be lasting and apply the rest of your working years as well as that period of time during which you are retired.

This LAP is concerned with fringe benefits, including protection insurance, that govern certain aspects of your employment. The specific areas to be covered include: The Workmen's Compensation Law, Social Security, Industrial Welfare Work Orders, and Credit Unions. Each of these will probably play an important part in your plans as you assume a position in the adult world.

PRE-TEST

INSTRUCTIONS: On pages 4 and 5 is a Pre-Test which consists of 20 True - False questions.

You are required to answer 15 of the 20 questions correctly to be exempt from completing this Learning Activity Package. If you do mark at least 15 answers correct, you may return this LAP to your Work Experience Education Coordinator. He will give you credit for this LAP and provide another one for you to work on.

The Pre-Test covers four (4) areas you will study in this activity. These are: The Workmen's Compensation Law, Social Security, Industrial Welfare Work Orders, and Credit Unions.

When taking the test, you are to mark the "True" questions with a + and the "False" questions with a 0. Please turn the page and complete the Pre-Test on pages 4 and 5.

PRE-TEST

Name____ Date______________

The following True - False questions pertain to fringe benefits that are provided or are available for employees. You should be able to answer 15 or 20 correct. (Mark your answers + for True and 0 for False.)

____1. When an employee is injured on-the-job, he is required to go to the company's doctor.

____2. A worker cannot receive benefits under Social Security until he is 65 years of age.

____3. Employers are required by law to pay one-half of the amount that is paid into your Social Security Account.

____4. Workmen's Compensation Insurance is paid by the employer, and provides benefits for employees injured on-the-job.

____5. A girl should report to the Social Security Administration when she marries to have her card changed to reflect her new name.

____6. A person who reaches retirement age in or after 1971 will need to work ten years to be eligible for Social Security retirement benefits.

____7. When your father reaches retirement age and receives old-age benefits, you can also receive benefits if unmarried and under 18 years of age.

____8. Any person can be a member and deposit money at a credit union.

____9. A good advantage of a credit union is that you can deposit money, but they do charge a very high rate of interest if you need to borrow money.

____10. Generally speaking, credit unions only loan money in small amounts.

____11. It generally costs more to borrow from a credit union than from a bank, but it is much easier.

____12. Cash received as a result of Workmen's Compensation benefits is taxed at the lowest possible rate.

____13. Employees are required to report only those injuries which appear to be of a serious nature.

____14. In some cases, Workmen's Compensation Laws provide an injured worker retraining for an entirely different occupation that may be completely unrelated to the present job station requirements.

____15. An employer may be severely penalized if he illegally employs a minor under 16 years of age and the minor is injured.

____16. Industrial Welfare Work Orders are written to apply equally to men, women, and minors.

____17. Industrial Welfare Work Orders are generally posted in the Payroll Department.

____18. A special minimum wage rate of $1.35 per hour may be paid to minors and student workers.

____19. An employer may not penalize an employee for a cash shortage, breakage, or loss of equipment unless it can be shown the loss was caused by a willful act, dishonesty, or negligence.

____20. Any uniform which is of distinctive color or design and is required by the employer must be supplied and maintained by the employer.

PRE-TEST (Scoring Key)

1. 0
2. 0
3. +
4. +
5. +
6. +
7. +
8. 0
9. 0
10. 0
11. 0
12. 0
13. 0
14. +
15. +
16. 0
17. 0
18. +
19. +
20. +

THE WORKMEN'S COMPENSATION LAW

Reference: The Workmen's Compensation Law, Division of Industrial Accidents, State of California, Sacramento (Rev. 2/70)

This is one of the most important sections of the LAP. Each of us who works runs the risk of a job-connected injury. It is extremely important that we know as much as possible about this subject.

This is necessary for two reasons. First, we will all become more accident conscious and will tend to be more careful while working. Second, knowing the proper procedure to use in case of an injury, and having an understanding of various compensation rates, makes us more-informed employees.

When you finish the section on "Workmen's Compensation", check your answers against the above reference. All questions refer to various subheadings that are in bold print.

When you are satisfied that your answers are correct, turn to page 9 where the section entitled, Your Social Security starts. Since Social Security may well play a very important part of your future retirement plans, the subject should be quite interesting to you. The reference to use to answer the questions is available from your Work Experience Education Coordinator.

THE WORKMEN'S COMPENSATION LAW

Reference: The Workmen's Compensation Law, Division of Industrial Accidents, State of California, Sacramento. (Rev. 2/70)

1. The basic purpose of the California Workmen's Compensation Law is to:

   ___

   ___

   ___

2. What is an industrial injury?

   ___

   ___

   ___

3. What should you do if you are injured while on the job?

   ___

   ___

   ___

4. Most persons who work may collect benefits if they suffer an industrial injury. However, some are not covered by compensation laws. The following groups of workers are not covered by California Workmen's Compensation Laws.

   ___

   ___

   ___

5. The principle types of benefits under Workmen's Compensation Laws are as follows:

a. ____

b. ____

c. ____

6. What is meant by Rehabilitation Services under Workmen's Compensation?

____

____

____

7. Explain the difference between Temporary and Permanent Disability.

Temporary: ________________________________

____

Permanent: ________________________________

____

8. List and explain six (6) types of penalties that may be brought against the employer or an employee.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

YOUR SOCIAL SECURITY

Approximately nine out of ten working people in the United States are building protection and retirement for themselves and their families under the Social Security program.

It would seem important that we understand as much as possible about this subject, even though we don't plan to "retire" in the near future. The information gained will help us to understand what happens to those $ $ $ $ that are deducted for this purpose from the paycheck each month.

After studying this unit, we will probably agree that these deductions provide an excellent form of security for our own well-being now and in the future.

The questions on pages 11 and 12 refer to the reference listed at the top of the following page. Obtain the reference with your LAP and use it to determine the correct answers. Be sure to refer to the reference constantly to insure you have obtained the correct information.

When you finish this section of the LAP, continue on to page 13 which is an introductory page to the subject. Industrial Welfare Work Orders.

YOUR SOCIAL SECURITY

References: Your Social Security
Social Security Benefits for Students 18-22
Social Security Administration, Washington D.C.

1. Express in your own words what you feel is the basic idea of old-age and survivor's insurance under the Social Security Law.

2. Persons who retire after 1991 will need to work ten or more years to be eligible for old-age payments. This can also be figured as forty quarters of employment. Explain how the details of this statement can be applied to your retirement.

3. Under what conditions can a child of a retired insured worker or of an insured worker who has died receive a child's benefits?

4. What is the definition of this term, DISABLED, which keeps cropping up?

5. What is the relationship between Vocational Rehabilitation and Social Security Disability benefits?

____

____

____

____

6. The payment of Social Security taxes is shared equally between you, through payroll deduction, and by your ____________________.

This tax is paid directly to ______________________________.

7. Briefly explain the benefits available and the qualifications necessary to receive the following:

a. Old-age benefits. ______________________________________

____

____

b. Survivor's benefits. ____________________________________

____

____

c. Disability insurance. ___________________________________

____

____

INDUSTRIAL WELFARE WORK ORDERS

Reference: Industrial Welfare Work Orders, California Division of Industrial Welfare, 819 Forum Building, Sacramento

These orders are posted in practically all places where persons are employed in the state of California.

These orders are written by a State agency primarily for the benefit of minors and all female workers.

All of the questions on pages 14 and 15 refer to the actual Welfare Order supplied with the LAP. By answering these questions, you will be able to understand your rights and obligations that are regulated by Industrial Welfare. This affects your everyday conditions at your work environment.

As you answer the questions that follow, be sure to check your answers against the work order to insure the correctness of your responses. When you finish this unit and thoroughly understand the kinds of information found on Industrial Welfare Work Orders, you may move on to page 16, an introductory page for the next subject area, Credit Unions.

INDUSTRIAL WELFARE WORK ORDERS

Reference: Industrial Welfare Work Orders, California Division of Industrial Welfare.

1. A few words are defined on each welfare order. Define the following terms as they apply to the orders.

   a. Minor. ____

   ____

   b. Employee. ____

   ____

   c. Hours worked. _____________________________________

   ____

   d. Employer. ____

   ____

   e. Meal. ____

   ____

2. No female employee shall be required to lift or carry any object weighting in excess of ____________ pounds, except by special permit.

3. Industrial Welfare Work Orders are generally posted in what typical kind of area?

   ____

   ____

4. Explain how the regulations governing employers and employees pertain to meal periods.

   ____

   ____

   ____

5. How do the work orders specifically provide for rest periods for employees?

6. Industrial Welfare Work Orders are specifically written to protect the rights of ______________________________ and ______________________________.

7. What is a "split shift"?

8. What happens if an employee is required to report for work and does report, but is not put to work after arriving?

CREDIT UNIONS

Most employees who are fortunate enough to be employed by a company that has an affiliated credit union use the services of that organization on numerous occasions.

A credit union is generally organized and administered by employees, such as yourself. The more active the shareholders and the directors, the more benefits you can receive as a result of your association with the organization.

As you read through the references to complete the unit on credit unions, you should be thinking of how you fit into a "credit union picture". When you have answered the questions and checked them against the references for accuracy, you will have completed this Learning Activity Package. Upon completion of this section, the next step will be to turn to page 20, which introduces the Post Test.

CREDIT UNIONS

References: You - Your Money - Your Credit Union
What Everyone Should Know About Credit Unions
Cuna Supply Coop., Madison, Wisconsin

1. What is a Credit Union?

____

____

____

____

2. What do the members of a Credit Union generally have in common?

____

____

____

____

3. What is Loan Protection Insurance that is provided for Credit Union members?

____

____

____

____

4. Many persons question whether their savings will be safe when deposited in a Credit Union. What are some of the built-in safeguards of Credit Unions?

____

____

____

____

453

5. Most cities have chartered Credit Unions in their area. Visit an actual Credit Union and obtain the following information:

   a. What is the official name of the Credit Union? Address?

      ____

      ____

   b. Who is eligible for membership?

      ____

      ____

   c. Why do members generally borrow money? For what purpose?

      ____

      ____

      ____

TO THE FINISH !!!

Your next step is to take the Post Test that comprises the following two pages. You can check your results with test key, which is the last page of this LAP.

If you miss any questions in the Post Test, go back to the reference on the subject and find the correct answer, then change your answer, making it correct. Continue this until all answers on the Post Test are correct.

You are now ready to put your completed LAP in order and return it to the Work Experience Education Coordinator. You may wish to discuss certain aspects of it with him. If this is true, secure an appointment and let your feelings be known.

CONGRATULATIONS ON YOUR SUCCESS!

This should have been a worthwhile trip!

POST TEST

Name____ Date__________

The following True - False questions pertain to fringe benefits that are provided or are available for employees. You should be able to answer 15 or 20 correct. (Mark your answers + for True and 0 for False.)

____1. When an employee is injured on-the-job, he is required to go to the company's doctor.

____2. A worker cannot receive benefits under Social Security until he is 65 years of age.

____3. Employers are required by law to pay one-half of the amount that is paid into your Social Security Account.

____4. Workmen's Compensation Insurance is paid by the employer and provides benefits for employees injured on-the-job.

____5. A girl should report to the Social Security Administration when she marries to have her card changed to reflect her new name.

____6. A person who reaches retirement age in or after 1971 will need to work ten years to be eligible for Social Security retirement benefits.

____7. When your father reaches retirement age and receives old-age benefits, you can also receive benefits if unmarried and under 18 years of age.

____8. Any person can be a member and deposit money at a credit union.

____9. A good advantage of a credit union is that you can deposit money, but they do charge a very high rate of interest if you need to borrow money.

____10. Generally speaking, credit unions only loan money in small amounts.

____11. It generally costs more to borrow from a credit union than from a bank, but it is much easier.

____12. Cash received as a result of Workmen's Compensation benefits is taxed at the lowest possible rate.

____13. Employees are required to report only those injuries which appear to be of a serious nature.

____14. In some cases, Workmen's Compensation Laws provide an injured worker retraining for an entirely different occupation that may be completely unrelated to the present job station requirements.

____15. An employer may be severely penalized if he illegally employs a minor under 16 years of age and the minor is injured.

____16. Industrial Welfare Work Orders are written to apply equally to men, women, and minors.

____17. Industrial Welfare Work Orders are generally posted in the Payroll Department.

____18. A special minimum wage rate of $1.35 per hour may be paid to minors and student workers.

____19. An employer may not penalize an employee for a cash shortage, breakage, or loss of equipment unless it can be shown the loss was caused by a willful act, dishonesty or negligence.

____20. Any uniform which is of distinctive color or design and is required by the employer must be supplied and maintained by the employer.

POST TEST KEY

1. 0
2. 0
3. +
4. +
5. +
6. +
7. +
8. 0
9. 0
10. 0
11. 0
12. 0
13. 0
14. +
15. +
16. 0
17. 0
18. +
19. +
20. +

LAP Prepared By: D. Gene Davis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 5.2 Understand the rules, regulations, procedures, and practices related to employee wages, wage deductions, benefits, and working conditions.

Performance Objective: 5.2.1 Give evidence of knowledge and understanding of the rules, regulations, procedures, and practices that are important to employees.

NOTE TO THE STUDENT

By the time you have completed this LAP you will be able to:

1. Identify rules, regulations, policies, and procedures that are important to employees.
2. Identify regulatory agencies that are responsible for establishing and enforcing rules, regulations, policies, and procedures.

RATIONALE

This LAP will help you identify rules, regulations, policies, and procedures and the agency that establishes and enforces them.

DIRECTIONS

In this LAP you are to complete Activities #1, #2, #3, and #4. Activity #5 is optional.

PRE-TEST

1. Identify ten (10) rules, regulations, policies, and procedures that are important to employees.

    a. ____

    ____

    b. ____

    ____

    c. ____

    ____

    d. ____

    ____

    e. ____

    ____

    f. ____

    ____

    g. ____

    ____

    h. ____

    ____

    i. ____

    ____

    j. ____

    ____

2. Identify five (5) local, state, or Federal agencies that are responsible for establishing and enforcing these rules, regulations, policies, and procedures.

    a. ____
    b. ____
    c. ____
    d. ____
    e. ____

PRE-TEST (Scoring Key)

1. Answers will vary. (Should be reviewed and approved by Coordinator.)

2. Answers will vary. (Should be reviewed and approved by Coordinator.)

Evaluative Criteria: Student must respond to the satisfaction of his Coordinator to the above two (2) questions. If he cannot, he should complete this LAP.

LEARNING ACTIVITIES AND RESOURCES

Note to student: Student should complete Activities #1, #2, #3, and #4. Activity #5 is optional.

1. Identify ten (10) rules, regulations, policies, and procedures that are important to employers and that affect employees.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

g. ____

h. ____

i. ____

j. ____

Learning Activities & Resources (cont'd)

2. Write a comment about each of the items in Activity #1 above, explaining why they are important to employees.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

f. ______________________________

____

g. ______________________________

____

h. ______________________________

____

i. ______________________________

____

j. ______________________________

____

3. Identify a total of five (5) local, state, or Federal agencies that are responsible for establishing and/or enforcing rules, regulations, policies, or procedures which affect employees.

a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________

Learning Activities & Resources (Cont'd)

4. Contact your local Department of Human Resources Development or a regulatory agency for additional information regarding rules, regulations, policies, and procedures which apply to employees. Write a one-page review of these materials, comparing the Human Resources Development materials with rules and regulations identified in Activities #1 and #2.

5. Interview two (2) personnel managers or supervisors and compare their responses to your findings in Activities #1, #2, and #3, above.

POST-TEST

1. Identify ten (10) rules, regulations, policies, and procedures that are important to employees.

   a. ______________________________

   ____

   b. ______________________________

   ____

   c. ______________________________

   ____

   d. ______________________________

   ____

   e. ______________________________

   ____

   f. ______________________________

   ____

   g. ______________________________

   ____

   h. ______________________________

   ____

   i. ______________________________

   ____

   j. ______________________________

   ____

2. Identify five (5) local, state, or Federal agencies that are responsible for establishing and enforcing these rules, regulations, policies, and procedures.

   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
   e. ______________________________

POST-TEST (Scoring Key)

1. Answers will vary. (Should be reviewed and approved by Coordinator.)

2. Answers will vary. (Should be reviewed and approved by Coordinator.)

Evaluative Criteria: Student must respond to the above two (2) questions to the satisfaction of his Coordinator.

I-DEAS

A. Report General LAP 5.2.1 just completed for another job in which you have an interest.

B. Contact a local private employment agency and request information on employee rules and regulations and compare this information with your findings in General LAP 5.2.1.

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: GENERAL

Program Goal: 5.2 Understand the rules, regulations, procedures, and practices related to employee wages, wage deductions, benefits, and working conditions.

Performance Objective: 5.2.2 Apply what you have learned under Performance Objective 5.2.1 to your present work assignment and your future career plans.

NOTE TO THE STUDENT

This LAP will provide an opportunity for you to investigate some of the regulations and fringe benefits that are available or required for employees.

RATIONALE

Many employees do not thoroughly understand benefits that are provided or are available for them. This activity will assist the student to understand how these deductions will be applied to his future welfare.

DIRECTIONS

All of the activities require you to obtain practical information in your community that pertains to employees.

(Note: It may not be practical for enrollees to visit the Department of Human Resources Development and the Social Security Administration. If this is true, then it is suggested that the Work Experience Education Coordinator bring in representatives of these organizations for all enrollees to profit by the information presented by them.)

FRINGE BENEFITS

(On-The-Spot Investigations)

You will now have an opportunity to gain additional information about fringe benefits. First-hand experience is an excellent teacher. In this activity, you will be expected to become better acquainted with your community by visiting some of the agencies that will have an important influence on your working years and during retirement thereafter.

PRE-TEST

INSTRUCTIONS: On the following two pages, you will find a Pre-Test consisting of 15 True - False questions. You will need to answer 12 correctly as checked against the Key on page 6 of this LAP to enable you to skip this assignment and go on to the next Learning Activity Package.

This LAP should be one of the most practical activities you will have during the course this year. Certainly you will have a much better understanding of the "whys and wherefores" of payroll deductions and other fringe benefits.

Turn to the Pre-Test and provide the answers. Next, you may check your answers against the Key which is on page 6 of the LAP. If you don't get 12 out of 15 correct, you should turn to page 7 and start the assignments.

If you do get the required number correct, at least look through the assignments. You may find you would like to complete this activity anyway. If not, return the LAP to your Work Experience Education Coordinator and request another one for you to complete.

PRE-TEST

Name____ Date__________

The following True - False questions pertain to fringe benefits that are provided for employees. You should be able to answer 12 of 15 correct. (Mark your answers + for True and 0 for False.)

____1. Unemployment Compensation claims for benefits are accepted only during periods of high unemployment.

____2. If you apply for unemployment compensation and there is a job opening for which you qualify, you may be sent to an employer for a job interview.

____3. Departments of Human Resource Development do not place minors on jobs.

____4. HRD makes special efforts to assist persons who are physically or mentally handicapped to find employment.

____5. Disadvantaged persons are assisted by HRD and are referred to jobs for which they are qualified.

____6. All current earnings must be reported when a claim is submitted for unemployment compensation.

____7. If a person purposely makes a false statement or fails to report an important fact on an unemployment claim, he may be punished by either a fine or imprisonment, or both.

____8. Unemployment compensation is financed by employers through a tax on payrolls.

____9. Social Security withholding payments are made only by employers.

____10. Disability benefits under Social Security can begin soon after the disability occurs, regardless of the age of the person insured.

___11. Medical attention provided by your personal medical doctor is not an allowable cost under Workmen's Compensation benefits.

___12. An application for Workmen's Compensation benefits can be filed anytime up to two (2) years from the date of the injury.

___13. Employers who do not carry insurance for Workmen's Compensation may be penalized for not carrying this type of insurance.

___14. Under certain circumstances, an employee may receive a permanent disability rating under Workmen's Compensation, and could receive a pension for the remainder of his life.

___15. A new Social Security number is issued to a girl when she files to have her name changed on her card when she marries.

Turn to the Pre-Test Key on the following page and use the key to determine if you provided at least 12 out 15 correct answers. If you did, you may return this LAP to your Work Experience Education Coordinator and obtain another. If you didn't get 12 correct, turn to page 7 and continue by reading the instructions found on that page.

PRE-TEST (Scoring Key)

1. 0
2. +
3. 0
4. +
5. +
6. +
7. +
8. +
9. 0
10. +
11. 0
12. 0
13. +
14. +
15. 0

FRINGE BENEFITS

INTRODUCTION: You will be requested to write a short report on each of the areas covered in this LAP. Detailed instructions for each will be provided.

The experiences provided in this package will help you acquire a practical understanding of employee fringe benefits that are generally taken for granted. Most workers just accept these benefits, but do not investigate them in detail until the benefit is needed or otherwise used by the worker.

This LAP will provide an opportunity for you to investigate three (3) aspects of employment that are considered fringe benefits. Some fringe benefits are financed jointly by the employer and the employee, some by the employer alone, and some benefits are paid wholely by the employee.

The following general areas will be covered by this package of instruction:

1. Unemployment Insurance
2. Workmen's Compensation Insurance
3. Social Security

It will not be necessary to take this LAP apart to complete it. Pages with ample space provided are included where you may complete your assignments.

This activity provides an opportunity for you to become better acquainted with agencies in the community that have a direct relationship with you as a result of your being employed. This will be one of your more interesting experiences in Work Experience Education during the school year.

UNEMPLOYMENT INSURANCE

Department of Human Resources Development

Visit your local office of HRD. Report to the Unemployment Insurance Section and request a counseling interview with an Employment Counselor.

Ask for detailed information related to the completion of an application for unemployment compensation and practices relating to how compensation is received upon approval of a claim.

While visiting this department, request information pertaining to the functions of the whole department and their responsibilities that are carried out as a State agency.

You will discover the HRD department has many responsibilities that relate to the labor market and labor market information.

ACTIVITY #1. On the following page, you are asked to write a report of your experiences with HRD. To assist you in this assignment, four (4) questions are provided. Answer these questions in your own words. This experience will assist you to remember the role played by HRD, as well as provide an introduction to this agency in case their services are needed by you at a future time.

QUESTIONS CONCERNING HRD

1. What services are provided for a person seeking employment?

2. Who is not covered by the unemployment compensation program at HRD?

3. How is unemployment insurance compensation financed?

4. How can HRD assist you to determine what type of job you are best suited for?

WORKMEN'S COMPENSATION

Ask your employer what his Workmen's Compensation Insurance rate is for three (3) different job classifications, including your assignment. List these classifications with their corresponding rates. Your employer should be able to explain the reasons for any variations that exist in rates for different job classifications.

1. Classification ______________________________ Rate ________

2. Classification ______________________________ Rate ________

3. Classification ______________________________ Rate ________

Utilize the enclosed form, Supervisor's Report of Accident, on page 11, to role-play reporting an accident. Assume you are a department supervisor. One of your classmates is role-playing that he has been injured on the job, while a member of your department. Complete the Supervisor's Report of Accident.

Now, role-play another aspect of accident reporting. You are the day-shift foreman. You have received the Supervisor's Report of Accident, completed in the previous paragraph.

Use the Employer's Report of Industrial Injury on pages 12 and 13 to gather the information necessary to report the accident to the State Compensation Insurance Fund. Since this is a hypothetical situation, you will need to obtain additional information from your classmate that would normally be available from the personnel department of the firm where you are employed.

This form is normally completed and submitted in duplicate to the State Compensation Insurance Fund within 24 hours of the time the accident occurred.

ACTIVITY #2. Answer the three (3) questions on page 14 to illustrate what you learned about Workmen's Compensation rates as a result of this assignment.

Complete the two official State forms, Supervisor's Report of Accident, and Employer's Report of Industrial Injury. Retain these completed forms in your LAP. This experience should also make you more conscious of accidents and their causes.

AFTER-THOUGHT: Let's hope you will not fill out any more reports for real that is, and that none will ever be filled out for you.

SUPERVISOR'S REPORT OF ACCIDENT

Employer ____

Name of Injured ____

Age __________ Married __________ Occupation ______________

Date of Accident ____________________ Hour __________ A.M. P.M.

Nature of Injury _______________________________________

____

Who gave first aid, if any? _____________________________

Name and address of physician ___________________________

____

Did Injured leave work? ________ Date ____________ Time ________ A.M. P.M.

Did Injured return to work? ________ Date ____________ Time ________ A.M. P.M.

Was injured acting in regular line of duty? ________________

Witnesses: ____

Where and how did accident occur? ________________________

____

____

____

____

____

____

What steps have been taken to prevent a similar accident? __________

____

____

____

____

____

____

Date ____________________ ____________________________

Supervisor's Signature

STATE COMPENSATION INSURANCE FUND
525 Golden Gate Avenue
San Francisco, California

Form 78

STATE COMPENSATION
INSURANCE FUND

SEND TWO COPIES TO
P.O. Box 100
Stockton, Calif. 95201

Telephone: (209) 466-4242
1401 N. Hunter Street

1. This form of report is required by the Dept. of Industrial Relations, Division of Labor Statistics and Research. Send in DUPLICATE to STATE COMPENSATION INSURANCE FUND, who will report to the Division for you. Make and retain a copy for your file.
2. FATAL or SERIOUS injuries must be reported IMMEDIATELY by telephone or telegraph and on this form in DUPLICATE to the STATE COMPENSATION INSURANCE FUND, who will report to the Division of Labor Statistics and Research as required of you by law.

EMPLOYER'S REPORT
OF
INDUSTRIAL INJURY

State of California
Department of Industrial Relations
Division of Labor Statistics & Research

EMPLOYER

Division

1. Name ______
(What dept. employed injured? Give details) ______

2. Office address ______ Tel. No. ______
(No. & Street) (City)

3. To what fund on auditor's books were injured's wages charged? ______

INJURED EMPLOYEE

Social Security No. ______

4. Name: First Name ______ M.I. ______ Last Name ______ Phone: ______
5. Address: (Street) ______ (City) ______ Zip ______
6. Age ______ 7. Sex (✓)Male___ Female___ 8. Married-- ______
Single ______
9. Worked __ hrs. per day for ___ days per wk. 10. Rate of pay when injured: ______
11. If board, lodging, or other advantages furnished in addition to wages, give estimated value $ per day, or $ per wk.

ACCIDENT

12. Place of accident (Street) ______ (City ______ County ______
13. On employer's premises? _____ 14. Department ______
15. Date of accident ______ 16. Hr. of Day ___ A.M./P.M.
17. Did injury result in disability beyond day of accident? ______
18. If yes, give date last worked. ______ 19. Was injured paid in full for this day? ______ 20. If injured in a mine, check (✓) accident location: Surface___ Mill___ Underground___ Shaft___

CAUSE OF ACCIDENT

21. Occupation (Job Title ______ 22. How long employed by you at this occupation? (Check) Less than 6 mo. ______ 6 mo. to 2 yrs. ______; over 2 yrs. _____ 23. What was employee doing when accident occurred? (Describe briefly ______

24. How did accident happen? (Describe fully) ______

______

______

25. What machine, tool, substance, or object was most closely connected with the accident? (Name specifically) ______

______

Every question must be answered fully to avoid further correspondence. FAILURE TO FILE IS A MISDEMEANOR SUBJECT TO MAXIMUM FINE OF $100. (Labor Code)

Do Not Write In this column

Case No.

Employer No.

Industry

Age

Sex & marital status

Weekly Wage

County

Accident date

Occupation

Accident type

Agency

Agency Part

Mech. Defect

Unsafe Act

EMPLOYER'S REPORT
OF INDUSTRIAL INJURY (continued)

26. If mechanical apparatus or vehicle, what part of it? (State if gears, pulley, etc.) ____________
27. Were mechanical guards, or other safeguards provided?
28. Was injured using them? ____________
29. What do you recommend for preventing this type of accident? (State the specific preventive measures that can be taken by employer and workers. Do not say, "By being more careful." Specify what should or should not be done.) ____________

NATURE OF INJURY AND PART OF BODY AFFECTED

30. (Describe in detail the nature of the injury and the part of the body affected. For example: amputation of right index finger at second joint, fracture of ribs, lead poisoning, etc.) ____________
31. Name and address of physician ____________
32. Name and address of hospital ____________
33. Was employee returned to work? _____ 34. If yes, give date. ________ 35. At what wage? $ ______ per ______
36. Did injury result in death? ________ 37. If yes, give date. ____________
38. In case of death, give name and address of nearest relative ____________
39. On reverse side, list names and addresses of witnesses.
40. Check (✓) whether injured was in your direct employ ___ or employed by contractor ___. (If contractor, give details of employment relationship on reverse side.)
41. Was injured acting in course of employment? ____ 42. Last date for which injured was paid ____________
43. Date you were informed of injury. ________. 44 Was another person responsible? ________ (If yes, give on reverse side his name, address, liability carrier, names and addresses of witnesses, and details).

Personal Defect

Nature of Injury

Location

Extent of Injury

Insurance Carrier

Report Lag

Coded by

USE REVERSE SIDE FOR FURTHER PARTICULARS

Signed by ____________
Report must be signed in ink by an Authorized Officer

Title ____________ Date ________

PLEASE REPORT ALL INJURIES (No matter how trivial) WITHIN 24 HOURS. BENEFITS CANNOT BE PAID WITHOUT THIS REPORT. DO NOT WAIT FOR DOCTOR'S REPORT.

FILING OF THIS REPORT IS NOT AN ADMISSION OF LIABILITY

QUESTIONS PERTAINING TO WORKMEN'S COMPENSATION

1. Why do Workmen's Compensation Insurance rates vary from one job classification to another?

____

____

____

2. List three (3) situations which may result in an employer being penalized as a result of an injury on the job.

    1. ____

    2. ____

    3. ____

3. What procedure is used to file a claim for compensation under Workmen's Compensation Insurance?

____

____

____

SOCIAL SECURITY ADMINISTRATION

This agency is a Federal Agency and is responsible for administering the program entitled O.A.S.D.I., as well as a retirement system. This abbreviation stands for Old Age Survivor's Disability Insurance.

ACTIVITY #3. You are required to visit the local office of the Social Security Administration. Ask an interviewer to discuss the benefits of this program as they pertain to RETIREMENT and DISABILITY INSURANCE. Write a brief report of the information you have gained in the indicated areas below.

1. RETIREMENT: ______________________________

____

____

____

____

____

2. DISABILITY INSURANCE: ______________________________

____

____

____

____

____

ACTIVITY #4. Write your Social Security number in the following spaces.

_______ ____ ______

Now, examine your last check record that was attached to your paycheck. Check the figures on the record to determine if any money was withheld from your earnings.

If no deductions are being made from your earnings, you must ask your sponsor why there is no deduction for Social Security. Write his answer in the space below.

No pay is withheld for Social Security because:

____

____

____

____

____

____

ACTIVITY #5. If there are deductions being made from your earnings, you are required to itemize them in the spaces below.

Your sponsor will be glad to discuss this subject with you.

Deductions from Earnings

	Purpose of Deduction	Amount Deducted
1.		
2.		
3.		
4.		
5.		

POST TEST INSTRUCTIONS

You are now ready to take the Post-Test of this Learning Activity Package. This test is a True - False activity. You are to mark True answers with a "+" and False answers with a "0." You must mark at least 12 of the 15 questions correctly in order to pass this test.

After you have taken the test, turn to the Test Key on page 21 and check your answers. Correct any mistakes you have made on your test answers.

This LAP has now been completed. Please assemble all pages of the activity into correct numerical order and return them to your Work Experience Education Coordinator.

POST-TEST

Name____ Date____________

The following True - False questions pertain to fringe benefits that are provided for employees. You should be able to answer 12 or 15 correct. (Mark your answers + for True and 0 for False.)

_____1. Unemployment Compensation claims for benefits are accepted only during periods of high unemployment.

_____2. If you apply for unemployment compensation and there is a job opening for which you qualify, you may be sent to an employer for a job interview.

_____3. Departments of Human Resource Development do not place minors on jobs.

_____4. HRD makes special efforts to assist persons who are physically or mentally handicapped to find employment.

_____5. Disadvantaged persons are assisted by HRD and are referred to jobs for which they are qualified.

_____6. All current earnings must be reported when a claim is submitted for unemployment compensation.

_____7. If a person purposely makes a false statement or fails to report an important fact on an unemployment claim, he may be punished by either a fine or imprisonment, or both.

_____8. Unemployment Compensation is financed by employers through a tax on payrolls.

_____9. Social Security withholding payments are made only by employers.

_____10. Disability benefits under Social Security can begin soon after the disability occurs, regardless of the age of the person insured.

______11. Medical attention provided by your personal medical doctor is not an allowable cost under Workmen's Compensation benefits.

______12. An application for Workmen's Compensation benefits can be filed anytime up to two years from the date of the injury.

______13. Employers who do not carry insurance for Workmen's Compensation may be penalized for not carrying this type of insurance.

______14. Under certain circumstances, an employee may receive a permanent disability rating under Workmen's Compensation and could receive a pension for the remainder of his life.

______15. A new Social Security number is issued to a girl when she files to have her name changed on her card when she marries.

POST-TEST (Scoring Key)

1. 0
2. +
3. 0
4. +
5. +
6. +
7. +
8. +
9. 0
10. +
11. 0
12. 0
13. +
14. +
15. 0

LAP Prepared By: D. Gene Davis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE ________

Type of Work Experience Education: GENERAL

Program Goal: 5.2 Understand the rules, regulations, procedures, and practices related to employee wages, wage deductions, benefits, and working conditions

Performance Objective: 5.2.2 Apply what you have learned under Performance Objective 5.2.1 to your present work assignment and your future career plans.

NOTE TO THE STUDENT

Upon completion of this LAP you will be able to:

1. Identify the rules, regulations, policies, and procedures important to you in your present work assignment.

2. Identify specific rules and regulations that apply to your future career plans.

RATIONALE

This LAP will assist you in identifying and applying the rules, regulations, procedures, and practices related to employee wages, wage deductions, benefits, and working conditions which were developed in General LAP 5.2.1 with your current work assignment and to your future career plans.

DIRECTIONS

In this LAP you are to use the list of rules and regulations developed in General LAP 5.2.1 and list those which apply to your present work assignment and to identify additional rules and regulations which will apply specifically to your future career plans.

PRE-TEST

1. Using the list of rules, regulations, policies, and procedures developed in LAP 5.2.1, identify six (6) rules, regulations, policies, and procedures that are important to you in your current work assignment.

   a. ____

   ____

   b. ____

   ____

   c. ____

   ____

   d. ____

   ____

   e. ____

   ____

   f. ____

   ____

2. Identify ten (10) rules, regulations, policies, and procedures that are important to employees that will apply to your future career plans.

   a. ____

   ____

   b. ____

   ____

   c. ____

   ____

   d. ____

   ____

   e. ____

   ____

Pre-Test (Cont'd)

f. ______________________________

____

g. ______________________________

____

h. ______________________________

____

i. ______________________________

____

j. ______________________________

____

PRE-TEST (Scoring Key)

1. Answers vary. (Should be reviewed and approved by Coordinator.)

2. Answers vary. (Should be reviewed and approved by Coordinator.)

Evaluative Criteria: Student must respond to questions #1 and #2 to the satisfaction of his Coordinator. If he cannot, he should complete this LAP.

LEARNING ACTIVITIES AND RESOURCES

Note to the student: Complete Activities #1, #2, #3, #4, and #5.
Activity #6 is optional.

1. Using the list of rules, regulations, procedures, and practices you developed in LAP 5.2.1, list those which apply specifically to your present work assignment.

2. Identify each of the items on Activity #1 as to the agency who is responsible for its enforcement.

Learning Activites & Resources (cont'd)

3. Present your list prepared in Activity #1 and Activity #2 to your sponsor for review and comment. Add any suggestions or corrections in order to make your list complete.

4. Using the listing of rules, regulations, procedures, and practices prepared in Activities #1, #2, and #3 as background information, list those which will apply specifically to employment that is directly related to your future career plans.

5. Prepare a separate listing of those rules and regulations which are unique or different from the items in Activities #1, #2, #3, and #4 and identify the specific agency responsible for the administration of each.

RULES AND REGULATIONS	AGENCY

Learning Activities & Resources (cont'd)

6. Select one (1) local business who represents a potential employee in your chosen career field and present your listing of rules and regulations for completeness. Make additions and corrections as appropriate.

POST-TEST

1. Identify six (6) additional rules, regulations, policies, and procedures that are important to employees that were omitted when you completed LAP 5.2.1.

   a. ____

   ____

   b. ____

   ____

   c. ____

   ____

   d. ____

   ____

   e. ____

   ____

   f. ____

   ____

2. Identify ten (10) rules, regulations, policies, and procedures that are important to employees that will apply to your future career plans.

   a. ____

   ____

   b. ____

   ____

   c. ____

   ____

   d. ____

   ____

   e. ____

   ____

Post-Test (Cont'd)

f. ______________________________

____

g. ______________________________

____

h. ______________________________

____

i. ______________________________

____

j. ______________________________

____

POST-TEST (Scoring Key)

1. Answers vary. (Should be reviewed and approved by Coordinator)

2. Answers vary. (Should be reviewed and approved by Coordinator)

Evaluative Criteria: Student must respond to the above two (2) questions to the satisfaction of his Coordinator.

I-DEAS

1. Interview a representative of the Department of Human Resources Development or other local regulatory agencies regarding any new or revised rules or regulations which may affect employees in the future.

   Prepare a brief written report that summarizes the interview. Present to your Coordinator and include with this LAP upon completion.

2. Gather any booklets or guides from local Human Resources Development and regulatory agencies that apply to the rules and regulations which you have identified in General LAP 5.2.1 and 5.2.2. Present them to your Coordinator.

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ________________

Type of Work Experience Education: GENERAL

Program Goal: 5.3 Assume adult roles and responsibilities in the present work environment.

Performance Objective: 5.3.1 In order to assume an adult role at your present job, you must meet certain responsibilities. List those adult responsibilities which are required for successful performance in your career station. Identify those responsibilities that also apply to your home and school activities. Relate how work and personal responsibilities combine to assist in your preparation for the selection of a career and satisfying life style.

NOTE TO THE STUDENT

Many of the responsibilities, experiences, and tasks required of you at home and at school contribute to making you a better and more successful employee. In this LAP you will be provided an opportunity to organize a plan to enable you to more fully utilize past happenings to help achieve success at your career station.

RATIONALE

Personal growth and maturity are a result of the accumulation of past experiences along with the ability to apply these to help meet future demands and opportunities. The person who has developed the ability to apply his past to help meet the needs of the future will exhibit personal growth and maturity, including characteristics needed in his work environment.

DIRECTIONS

You will be requested to select various experiences, responsibilities and tasks that apply to your home and school environments and which also apply at your career station. They will be used to assist you to carry out self-improvement activities at your career station.

INTRODUCTION

Young workers in today's labor market will need to utilize every technique at their disposal to compete with experienced workers for opportunities to gain career on-the-job training.

Enrollees will be requested to assume adult roles and measure up to adult responsibilities in their chosen career area. This necessitates the student's acceptance of new challenges, the assumption of new responsibilities and performance on-the-job that will utilize all available experiences, past and present, that the worker has in his possession.

The more frequently a student uses his past experiences on-the-job, the faster he will realize success and progress.

This LAP will provide an opportunity to gain or recall some excellent ideas that will surely contribute to the young worker's success at his career station.

PRE-TEST INSTRUCTIONS

On the following four pages are 15 statements. These statements may be applied to your behavior at your career station or at your home or school activities.

After each statement are four answers lettered A, B, C, and D. You are to select the best answer by placing a __✓__ in the space provided in front of the letter of that response.

If you score 13 of the 15 correct, as checked against the Pre-Test Key on page 9, you may return this LAP to your Work Experience Education Coordinator and request another one. However, this test is only a representative sampling of information that is desirable to assist you in developing attitudes and behaviors that will contribute to your personal growth and maturity. The remaining portion of the LAP will also be quite interesting. You may wish to continue on with this activity even though you passed the Pre-Test.

PRE-TEST

Name ______________________________

1. How can you be liked on the job or at school, admired by fellow workers, and recognized for your true worth?

   _____ A. Stick to your task, act pleasant, and show genuine approval of the achievements of others.

   _____ B. Work a lot, be nice, and get on the good side of others.

   _____ C. Always tell people how successful you are.

   _____ D. Forget it. These things are not vital to your success.

2. Work becomes more pleasant when you develop a "positive work attitude." What does this phrase include?

   _____ A. Meaningful work has dignity.

   _____ B. Even simple tasks are improtant to the total job.

   _____ C. Completion of assigned tasks is a source of pride.

   _____ D. All of these.

3. When you have an appointment for a certain time, with a supervisor or counselor for example, it is a good idea to:

   _____ A. Be early and not keep ther other person waiting.

   _____ B. Appear on the dot.

   _____ C. Have the other person cool his heels a while.

   _____ D. Let him come and look for you.

4. If your career station or chores at home involve tasks such as sweeping the floor and running errands, does it mean that these do not contribute to your future?

   _____ A. Yes. If these had a future, you would be doing more important things.

   _____ B. Perhaps, but it is the individual, not the job, who has the future.

   _____ C. Not necessarily. Every job has some unpleasant tasks.

   _____ D. No. Every job has a future.

5. In getting along well with people does the saying "you can catch more flies with honey than with vinegar" mean anything?

_____ A. Yes. People are usually nice to you when you are nice to them.

_____ B. Possibly. Honey is sweet but also sticky.

_____ C. Not necessarily. Not everyone likes honey.

_____ D. No. People are not bugs.

6. Career goals help people measure how they are doing, based on expectations they have set up for themselves. Is it a good idea to have both short-range and long-range career goals?

_____ A. Yes. Meeting a series of short-range goals helps long-range goals seem easier to reach.

_____ B. Perhaps, but if you miss too many short-range goals, you must change your long-range goals.

_____ C. Possibly, but working up to a good career is dependent on a lot of luck.

_____ D. No. Setting career goals is a waste of time. You do not know where you will be five years from now anyway.

7. When you make a mistake at school or on the job, as everyone does now and then, you should:

_____ A. Not take any criticism because it is not smart to admit you have made a mistake.

_____ B. Ignore any criticism.

_____ C. Accept criticism because anyone can bawl out a new employee.

_____ D. Learn to take criticism in stride.

8. What do you do if you find you are not getting along well with someone?

_____ A. Make life tough for that person.

_____ B. Go out of your way to gain that person's friendship.

_____ C. Get the job done the best you can and ignore personal feelings.

_____ D. Avoid contact with that person.

9. How should you take suggestions or criticism from other students or employees?

_____ A. Get angry. If they don not like your work or habits they do not have to stay around.

_____ B. Get uptight. Then people will stay out of your way.

_____ C. Pay no attention. People will soon stop trying to help.

_____ D. Listen to what they say. A job does not get done when people are upset.

10. How can you enjoy knowing that you are improving on the job or in school?

_____ A. Ask someone over you to tell you what a good job you are doing.

_____ B. Look at your accomplishments occasionally and note how you are doing better.

_____ C. Let fellow workers know how much better you can do things.

_____ D. Tell your friends and family how well you are doing at work and at school.

11. What is a good attitude to have when you run into a change or a new routine?

_____ A. You are not going to let anyone put anything over on you.

_____ B. You can always learn something new.

_____ C. You are going to question any and all changes.

_____ D. You can be counted on to accept all new ideas slowly.

12. Should you welcome suggestions from older workers?

_____ A. Yes. They can show you the shortcuts.

_____ B. Always welcome suggestions; use your judgment about following them.

_____ C. People who give others suggestions are often not getting their own work done.

_____ D. No. Their ways are usually out-of-date.

13. Poise, being at ease with others, is valuable for succeeding on the job. A good way to start developing poise is to think about:

_____ A. Other people--your boss, other employees, and other school personnel.

_____ B. Yourself or your family and your troubles.

_____ C. All of the things about work that are hard or unpleasant.

_____ D. The fun you are going to have after work.

14. In getting along with people does the saying "turn about is fair play" mean something?

_____ A. No. You are not paid to play on the job.

_____ B. No. You do not need to get along with others.

_____ C. Yes. You should cooperate with others if you expect them to cooperate with you.

_____ D. Yes. You should socialize with fellow students and workers on the job.

15. What is a valuable thought to keep in mind that pertains to your relationship with others?

_____ A. Keep your cool and treat others icily.

_____ B. Lock the barn door when the horse leaves.

_____ C. Treat others as you would like them to treat you.

_____ D. Leave the driving to the delivery man.

PRE-TEST KEY

The correct letter answer, A, B, C or D, to the questions and statements in the test are listed below. After each letter answer, is a brief explanation as to why that is the best answer for the question or statement.

1. A When you stick to a task and see it through, are pleasant to others, and show genuine approval of the achievements of others, before long you will find that you are liked at school, on the job, and admired by fellow workers and students, and sooner or later recognized for your worth-while qualities.

2. D Having a positive work attitude means knowing that meaningful work has dignity, that the simple tasks are important to the total job, and that completing assigned tasks is a source of pride.

3. A When you have an appointment for a certain time, it is a good idea to be considerate by arriving early so as not to keep the other person waiting.

4. C Every job has unpleasant tasks that must be completed. Doing these quickly and successfully will produce time for more important duties.

5. A In getting along well with people, the saying "you can catch more flies with honey than vinegar" means that if you are nice to people, usually they will be nice to you.

6. A It is a good idea to have both short-range and long-range job goals. They help you see where you are in relation to where you want to be. Reaching a series of short-range goals makes the long-range goals easier to reach. Since you set your own goals, you are free to change them.

7. D Learn to take criticism in stride; everyone makes mistakes, it's natural when starting out. When you've made a mistake, don't try to hide it. Instead, listen carefully to instructions on how to do the job correctly. You are a more valuable employee when you do things the right way.

8. C You are there to get the job done, not to win friends for yourself. But you will find that things go better when people can work together harmoniously.

9. D When other employees offer suggestions for improving your work, listen politely to what they say. Nothing gets done if people become upset or angry. By paying attention, you may learn a better way to do the job and earn a friend, too!

10. B You can enjoy knowing you are improving on the job if occasionally you look at your accomplishments. Note how efficient you are becoming and how much better you do tasks compared with a few weeks ago or when you first started.

PRE-TEST KEY (cont'd.)

11. B When a new or different routine is introduced on the job, develop a positive attitude toward it by learning the changes. Often you find the new way is better and more efficient.

12. B You can always welcome suggestions from older employees about improving your work. You cannot hurt peoples' feelings if your are nice to them. When it comes to following their suggestions, use your own good judgment, doing what you honestly think is best. When in doubt, ask your boss!

13. A A good way to start developing poise is to put yourself in another person's place. At work, do not think of your own troubles or good times but rather consider how you can best help your boss, fellow employees, and customers. Poise grows from a helpful attitude and a feeling of knowing what you are doing.

14. C In getting along with people, "turn about is fair play" means that you should cooperate with others. If you do, you can expect them to cooperate with you.

15. C A valuable thought to keep in mind on the job is to treat others as you would like them to treat you.

ACTIVITY #1

Refer back to the Pre-Test on pages 5, 6, 7, and 8 to questions you missed on this test. Include only those which end with a question mark that is underlined. Following are the numbers of the questions that are referred to in this Activity.

1-2-4-5-6-8-9-10-11-12-14-15

Select up to four (4) of these questions that you missed and write them on the solid lines on the following two pages. On the broken lines (--------), write in your own words how you feel the questions apply to you.

Please do not refer to the Pre-Test Key for ideas. Instead, use your own thoughts and ideas to answer the questions. This Activity should require a few minutes of thought for each question before you attempt to answer it. Take your time and come up with some good responses to these questions.

ACTIVITY #1 WORKSHEET

Question # ______

Answer

Question # ______

Answer

ACTIVITY #2

The following list of Home and School Activities and Responsibilities may contain statements that also apply to you at your career station.

You are requested to read the statements and determine if they apply to your situation. As determined by your personal feelings, you may __✓__ the item in a column under one of the following headings:

(1) Am Already Applying
(2) Should Be Applied
(3) Might Be Useful But Not Applying
(4) Does Not Apply

These four (4) headings all pertain to whether or not the statements also apply to your Career Station and if so, are you aware of this relationship.

Example #1: "I am required to do tasks at home that I dislike doing." (If you also do tasks at your career station that you dislike, you should _✓_ the statement, Am Already Applying).

Example #2: "I am required to be on time to my classes each period." (If this is also the rule at your career station, but you sometimes come in late, you should _✓_ the statement, Should Be Applied).

APPLYING PAST EXPERIENCES TO MY CAREER STATION

	Application of Statement to My Career Station			
HOME AND SCHOOL ACTIVITIES AND RESPONSIBILITIES	Am Already Applying	Should Be Applied	Might Be Useful But Not Applying	Does Not Apply
1. I am always pleasant with my family and school friends.				
2. I have established at least tentative, personal short and long-range goals.				
3. I am always willing to accept constructive criticism.				
4. I am required to do tasks at home that I dislike doing.				
5. I always like to double check my work when I complete school assignments and tests.				
6. I am able to accept other persons as friends, even though they don't always act like me.				
7. I do not harbor a grudge against other students or members of my household.				
8. I always try to get to know other persons who are different from me in cultural background.				
9. It is very important to be a good listener.				
10. I never wrong students because of race, creed or religion.				

APPLYING PAST EXPERIENCES TO MY CAREER STATION (cont'd)

	Application of Statement to My Career Station			
HOME AND SCHOOL ACTIVITIES AND RESPONSIBILITIES	Am Already Applying	Should Be Applied	Might Be Useful But Not Applying	Does Not Apply
11. My self-concept improves as I gain knowledge, information and skills.				
12. I welcome suggestions at school and at home that help improve my performance on assigned tasks.				
13. I am required to perform certain tasks at my home each day.				
14. I am required to be on time to my classes each period.				
15. I am always prompt and on time for appointments at school.				
16. I always maintain loyalty to my family and my school.				
17. I work hard at school to achieve desired results.				
18. I carry assignments through to completion.				
19. I am able to speak in front of a class when called on to do so.				

ACTIVITY #3

Write a one to two page report in which you explain how you feel you can best utilize home and school experiences to help insure success at your career station.

If you have any statements in the previously completed form checked in the Should Be Applied column, please refer to some of them in your report. It might be well to indicate how you plan to apply them at your Career Station.

Please use this page and the next page for writing your report.

APPLICATION OF MY HOME AND SCHOOL ACTIVITIES AND RESPONSIBILITIES TO MY CAREER STATION

Example: No. 16 I always maintain loyalty to my family and my school.

> You should write a brief statement to show how you would use this past and present loyalty to help you develop loyalty toward your employer or his business.

An opportunity is now provided for you to write a brief explanation of how you will apply three statements, that pertain to home and school, to your career station.

Statement No. ____ ____

____

(Personal Report -- Continued)

Statement No. ____ ______________________________

____

Statement No. ____ ______________________________

____

POST TEST INSTRUCTIONS

The following 15 statements may be applicable to your home and school situations, as well as to many aspects of your career station.

After each statement are four answers, lettered A, B, C, and D. You are to select the best answer by placing a ___✓___ in the space provided in front of the answer. Each of these statements pertain to relationships, attitudes and behaviors that apply at school, at home, and at your career station.

When you have finished this POST TEST, turn to the Post Test Key on page 24 and check your answers. If you find you have made any mistakes, be sure to read the explanation of the statement on the answer page.

Assemble your LAP pages into correct numerical order and return it to your Work Experience Education Coordinator.

POST TEST

Name ______________________________

1. When you make a mistake at school or on the job, as everyone does now and then, you should:

   _____ A. Not take any criticism because it is not smart to admit you have made a mistake.

   _____ B. Ignore any criticism.

   _____ C. Accept criticism because anyone can bawl out a new employee.

   _____ D. Learn to take criticism in stride.

2. If your career station or chores at home involve tasks such as sweeping the floor and running errands, does it mean that these do not contribute to your future?

   _____ A. Yes. If these had a future, you would be doing more important things.

   _____ B. Perhaps, but it is the individual, not the job, who has the future.

   _____ C. Not necessarily. Every job has some unpleasant tasks.

   _____ D. No. Every job has a future.

3. Should you welcome suggestions from older workers?

   _____ A. Yes. They can show you the shortcuts.

   _____ B. Always welcome suggestions; use your judgment about following them.

   _____ C. People who give others suggestions are often not getting their own work done.

   _____ D. No. Their ways are usually out-of-date.

4. What is a valuable thought to keep in mind that pertains to your relationship with others?

   _____ A. Keep your cool and treat others icily.

   _____ B. Lock the barn door when the horse leaves.

   _____ C. Treat others as you would like them to treat you.

   _____ D. Leave the driving to the delivery man.

5. Poise, being at ease with others, is valuable for succeeding on the job. A good way to start developing poise is to think about:

_____ A. Other people--your boss, other employees, and other school personnel.

_____ B. Yourself or your family and your troubles.

_____ C. All of the things about work that are hard or unpleasant.

_____ D. The fun you are going to have after work.

6. Work becomes more pleasant when you develop a "positive work attitude." What does this phrase include?

_____ A. Meaningful work has dignity.

_____ B. Even simple tasks are important to the total job.

_____ C. Completion of assigned tasks is a source of pride.

_____ D. All of these.

7. How can you be liked on the job or at school, admired by fellow workers, and recognized for your true worth?

_____ A. Stick to your task, act pleasant, and show genuine approval of the achievements of others.

_____ B. Work a lot, be nice, and get on the good side of others.

_____ C. Always tell people how successful you are.

_____ D. Forget it. These things are not vital to your success.

8. How can you enjoy knowing that you are improving on the job or in school?

_____ A. Ask someone over you to tell you what a good job you are doing.

_____ B. Look at your accomplishments occasionally and note how you are doing better.

_____ C. Let fellow workers know how much better you can do things.

_____ D. Tell your friends and family how well you are doing at work and at school.

9. Career goals help people measure how they are doing, based on expectations they have set up for themselves. Is it a good idea to have both short-range and long-range career goals?

_____ A. Yes. Meeting a series of short-range goals helps long-range goals seem easier to reach.

_____ B. Perhaps, but if you miss too many short-range goals, you must change your long-range goals.

_____ C. Possibly, but working up to a good career is dependent on a lot of luck.

_____ D. No. Setting career goals is a waste of time. You do not know where you will be five years from now anyway.

10. What do you do if you find you are not getting along well with someone?

_____ A. Make life tough for that person.

_____ B. Go out of your way to gain that person's friendship.

_____ C. Get the job done the best you can and ignore personal feelings.

_____ D. Avoid contact with that person.

11. In getting along with people does the saying "turn about is fair play" mean something?

_____ A. No. You are not paid to play on the job.

_____ B. No. You do not need to get along with others.

_____ C. Yes. You should cooperate with others if you expect them to cooperate with you.

_____ D. Yes. You should socialize with fellow students and workers on the job.

12. What is a good attitude to have when you run into a change or a new routine?

_____ A. You are not going to let anyone put anything over on you.

_____ B. You can always learn something new.

_____ C. You are going to question any and all changes.

_____ D. You can be counted on to accept all new ideas slowly.

13. How should you take suggestions or criticism from other students or employees?

_____ A. Get angry. If they do not like your work or habits, they do not have to stay around.

_____ B. Get uptight. Then people will stay out of your way.

_____ C. Pay no attention. People will soon stop trying to help.

_____ D. Listen to what they say. A job does not get done when people are upset.

14. In getting along well with people does the saying "you can catch more flies with honey than with vinegar" mean anything?

_____ A. Yes. People are usually nice to you when you are nice to them.

_____ B. Possibly. Honey is sweet but also sticky.

_____ C. Not necessarily. Not everyone likes honey.

_____ D. No. People are not bugs.

15. When you have an appointment for a certain time, with a supervisor or counselor for example, it is a good idea to:

_____ A. Be early and not keep the other person waiting.

_____ B. Appear on the dot.

_____ C. Have the other person cool his heels a while.

_____ D. Let him come and look for you.

POST TEST KEY

The correct letter answer, A, B, C, or D to the questions and statements in the Post Test are listed below. After each letter answer, is a brief explanation as to why that is the best answer for the question or statement in the Post Test.

1. D Learn to take criticism in stride; everyone makes mistakes, it's natural when starting out. When you've made a mistake, don't try to hide it. Instead, listen carefully to instructions on how to do the job correctly. You are a more valuable employee when you do things the right way.

2. C Every job has unpleasant tasks that must be completed. Doing these quickly and successfully will produce time for more important duties.

3. B You can always welcome suggestions from older employees about improving your work. You cannot hurt peoples' feelings if you are nice to them. When it comes to following their suggestions, use your own good judgment, doing what you honestly think is best. When doubt, ask your boss!

4. C A valuable thought to keep in mind on the job is to treat others as you would like them to treat you.

5. A A good way to start developing poise is to put yourself in another person's place. At work, do not think of your own troubles or good times but rather consider how you can best help your boss, fellow employees, and customers. Poise grows from a helpful attitude and a feeling of knowing what you are doing.

6. D Having a positive work attitude means knowing that meaningful work has dignity, that the simple tasks are important to the total job, and that completing assigned tasks is a source of pride.

7. A When you stick to a task and see it through, are pleasant to others, and show genuine approval of the achievements of others, before long you will find that you are liked at school, on the job, and admired by fellow workers and students, and sooner or later recognized for your worth-while qualities.

8. B You can enjoy knowing you are improving on the job if occasionally you look at your accomplishments. Note how efficient you are becoming and how much better you do tasks compared with a few weeks ago or when you first started.

9. A It is a good idea to have both short-range and long-range job goals. They help you see where you are in relation to where you want to be. Reaching a series of short-range goals makes the long-range goals easier to reach. Since you set your own goals, you are free to change them.

10. C You are there to get the job done, not to win friends for yourself. But you will find that things go better when people can work together harmoniously.

11. C In getting along with people, "turn about is fair play" means that you should cooperate with others. If you do, you can expect them to cooperate with you.

12. B When a new or different routine is introduced on the job, develop a positive attitude toward it by learning the changes. Often you will find the new way is better and more efficient.

13. D When other employees offer suggestions for improving your work, listen politely to what they say. Nothing gets done if people become upset or angry. By paying attention, you may learn a better way to do the job and earn a friend, too!

14. A In getting along well with people, the saying "you can catch more flies with honey than vinegar" means that if you are nice to people, usually they will be nice to you.

15. A When you have an appointment for a certain time, it is a good idea to be considerate by arriving early so as not to keep the other person waiting.

LAP Prepared By: Gene Davis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 5.3 Assume adult roles and responsibilities in the present work environment.

Performance Objective: 5.3.1 In order to assume an adult role at your present job, you must meet certain responsibilities. List those responsibilities which are required for successful performance in your career station. Identify those responsibilities which also apply to your home and school activities. Relate how work and personal responsibilities combine to assist in your preparation for the selection of a career and satisfying life style.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify and define at least ten (10) personal characteristics which are important to your career station, school, and home responsibilities.
2. Identify your personal strengths and weaknesses in each of these qualities.
3. Develop a personal improvement plan for yourself in the areas of weakness.

RATIONALE

This LAP will assist you to analyze your personal qualities; to relate them to your present and future plans; and to examine ways to strengthen the personal skills which are important to successful and satisfying adult life styles.

DIRECTIONS

In this LAP you will identify and define at least ten (10) personal qualities and characteristics which are important to success on the job, and in a career and in adult life responsibilities; analyze your personal strengths and weaknesses in each of these items; and prepare a plan for self-improvement.

PRE-TEST

1. Identify ten (10) personal characteristics that are necessary for success in your present career station.

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

2. How would you relate the above personal characteristics to your school and home responsibilities?

____

____

____

____

3. Identify personal strengths and weaknesses you possess related to question #1.

____

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4. Identify your personal improvement plan for strengthening these characteristics which you have identified as weaknesses.

____

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____

____

5. Identify five (5) important characteristics which an employee should possess in order to be considered for promotion.

____

____

____

____

____

PRE-TEST (Scoring Key)

1. Answers will vary:

   Sample: Properly groomed
   Neat
   Loyal
   Etc. (See Rating Sheet. Others may be accepted - Pages 8 and 9)

2. Student will describe how the personal skills necessary for success at his career station relate to his school and home responsibilities.

3. Answer will vary according to student's response to Post-Test question #1.

4. Student should identify his personal improvement plan.

5. Answers will vary:

   Sample: Diplomatic
   Take initiative
   Etc. (See Taking Stock of Myself - page 10 - others may be accepted)

LEARNING ACTIVITIES AND RESOURCES

Student must complete all five (5) activities.

ACTIVITY #1. An employer often says that a person's personal qualities and characteristics are the most important parts of job success and being promoted in his business. These items include both mental and physical types of things. Many of these qualities are thought of as habits which we have that we do not even think about as we go about our daily lives. They are difficult to teach to someone, and are often harder to learn. The RATING FORM (pages 8 and 9) lists some of these important attitudes, feelings, values, habits, and qualities that are necessary for success in employment and in adult life. There are others you might want to add on the blank lines.

ACTIVITY #2. The RATING FORM (pages 8 and 9) has three (3) columns marked, "Career Station" - "School" - "Home." Using numbers, starting with "1" as the highest (1, 2, 3, etc.), rank each of those items which you feel are important to you personally in your current career station in the "Career Station" column. Put on the side of the form any item you do not feel is important.

In the columns marked, "School" and "Home," check ( ) those items which you believe also apply to your present school and home life activities.

ACTIVITY #3. The form titled, TAKING STOCK OF MYSELF (Page 10) is to be used to help you analyze yourself as you think your current sponsor sees you. Using the personal definitions which you developed for each of the words and phrases in Activity #1, rate yourself as you now are in each of the areas by circling one number for each item on the list.

ACTIVITY #4. For each of the items that you have rated yourself with a "4" or "5" - prepare a brief statement on how you can improve yourself on the form titled Plan For Improvement. (Page 11)

ACTIVITY #5. Ask your sponsor to review your personal ratings with you and discuss any differences in opinion with you. Change the ratings according to your agreement. Go over your Plan For Improvement with the supervisor, and have the forms signed by your employer and Work Experience Education Coordinator.

RATING FORM

Physical and Appearance	CAREER STATION (1, 2, 3, etc.)	SCHOOL (X)	HOME (X)
I am: Properly groomed ____			
Neat ____			
Clean ____			
Pleasant voice ____			
Dressed Appropriately ____			
Generally healthy ____			
Attitudes and Feelings I am: Cheerful ____			
Cooperative ____			
Determined ____			
Diplomatic ____			
Enthusiastic ____			
Loyal ____			
Optimistic ____			
Patient ____			
Poised ____			
Resourceful ____			
Sensitive ____			
Sincere ____			

RATING FORM

Miscellaneous Qualities	CAREER STATION (1, 2, 3, etc.	SCHOOL (X)	HOME (X)
I:			
Take initiative			
Show leadership potential			
Comply with rules and regulations			
Have regular attendance habits			
Follow directions			
Concentrate on the job			
Do work thoroughly			
Can be relied upon			
Remember well			
Am on time			
Am honest			
Demonstrate respect for others			
Am tolerant of others			
Have high accuracy standards			
Work with good speed			
Complete assigned tasks			

TAKING STOCK OF MYSELF

Name ______________________________ Date ______________

	Excellent		Satisfactory		Need Improvement
Physical and Appearance					
Properly groomed	1	2	3	4	5
Neat	1	2	3	4	5
Clean	1	2	3	4	5
Pleasant voice	1	2	3	4	5
Dress appropriately	1	2	3	4	5
Generally Healthy	1	2	3	4	5
Attitudes and Feelings					
Cheerful	1	2	3	4	5
Cooperative	1	2	3	4	5
Determined	1	2	3	4	5
Diplomatic	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Loyal	1	2	3	4	5
Optimistic	1	2	3	4	5
Patient	1	2	3	4	5
Poised	1	2	3	4	5
Resourceful	1	2	3	4	5
Sensitive	1	2	3	4	5
Sincere	1	2	3	4	5
Miscellaneous Qualities					
Take initiative	1	2	3	4	5
Show leadership potential	1	2	3	4	5
Comply with rules and regulations	1	2	3	4	5
Have regular attendance habits	1	2	3	4	5
Follow directions	1	2	3	4	5
Concentrate on the job	1	2	3	4	5
Do work thoroughly	1	2	3	4	5
Can be relied upon	1	2	3	4	5
Remember well	1	2	3	4	5
Am on time	1	2	3	4	5
Am honest	1	2	3	4	5
Demonstrate respect for others	1	2	3	4	5
Am tolerant of others	1	2	3	4	5
Have high accuracy standards	1	2	3	4	5
Work with good speed	1	2	3	4	5
Complete assigned tasks	1	2	3	4	5

______________________________ Sponsor

______________________________ Work Experience Coordinator

PLAN FOR IMPROVEMENT

NAME______________________________ DATE_______________

ITEM ______________________________

Example: Promptness
Set personal clock ten minutes ahead of actual time.
Plan to arrive at all appointments ten minutes early.

ITEM ______________________________

ITEM ______________________________

ITEM ______________________________

ITEM ______________________________

____
Sponsor

____
Coordinator

POST-TEST

1. Identify ten (10) personal characteristics that are necessary for success in your present career station.

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

2. How would you relate the above personal characteristics to your school and home responsibilities?

____

____

____

____

3. Identify personal strengths and weaknesses you possess related to question #1.

____

____

____

____

4. Identify your personal improvement plan for strengthening these characteristics which you have identified as weaknesses.

____

____

____

____

5. Identify five (5) important characteristics which an employee should possess in order to be considered for promotion.

____

____

____

____

____

POST-TEST (Scoring Key)

1. Answers will vary:

   Sample: Properly groomed
   Neat
   Loyal
   Etc. (See Rating Sheet - others may be accepted - pages 8 and 9)

2. Student will describe how the personal skills necessary for success at his career station relate to his school and home responsibilities.

3. Answer will vary according to student's response to Post-Test question #1.

4. Student should identify his personal improvement plan.

5. Answers will vary:

   Sample: Diplomatic
   Take initiative
   Etc. (See Taking Stock of Myself - page 10 - others may be accepted)

I-DEAS

On the lines below, list a maximum of ten (10) of the most undesirable traits or habits that you observe among your fellow employees who work with you and around you at your place of employment. These things may or may not be on the list of things in this LAP. Share your list of observations with your related class and/or coordinator and Work Experience Coordinator, and discuss your findings with them.

______________________________   ______________________________

______________________________   ______________________________

______________________________   ______________________________

______________________________   ______________________________

______________________________   ______________________________

Get permission to interview the person in charge of personnel or hiring in the company for whom you work. Ask him the following question: "What are the five most important characteristics that an employee should have in order to be considered for a promotion?"

LAP Prepared By: Gene Davis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 5.3 Assume adult roles and responsibilities in the present work environment.

Performance Objective: 5.3.2 Compare your present obligations to those assumed by an employed adult. List five (5) adult roles which will necessiaate changes in your life style as you assume responsibilities typical of your present work environment and other adult responsibilities.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to:

1. Identify at least five (5) personal characteristics that you now possess that will also be important to you in your adult employed life.
2. Identify and define at least five (5) new roles that you as an adult will likely need that you do not now have in your daily life.

RATIONALE

This LAP will help you to identify and evaluate some of the important adult roles and characteristics, and to formulate a personal plan for assuming these new responsibilities as these arise.

DIRECTIONS

In this LAP you will review the items identified and defined in LAP 5.3.1; relate these items to your future adult life; and identify and define at least five (5) new adult roles that you can anticipate assuming in the future.

PRE-TEST

1. Identify five (5) personal characteristics that you possess which will also be important to you in your adult life.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

2. Identify five (5) new responsibilities that you as an adult will likely be required which you do not now possess in your daily life.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

3. Identify five (5) basic resource documents on the principles of personal money management. (See attached Reading List, page 7.)

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

PRE-TEST (Scoring Key)

1. Sample response:

   Honesty
   Loyalty
   Initiative (Answers will vary.)
   Leadership
   Cooperative

2. Sample response:

   Financial
   Legal
   Personal (Answers will vary.)
   Family
   Social

3. See Reading List attached, page 7.

LEARNING ACTIVITIES AND RESOURCES

Student must complete all four (4) activities.

ACTIVITY #1. Review the items you checked in the column marked "HOME" on your RATING SHEET in 5.3.1. As you remember, these are the personal things that you identified as applying to your present home life activities.

On the lines below, write down the five (5) most important items from those you checked that you feel will continue on in your adult home life. Give a reason, in one or two sentences, for each of your choices.

ITEM: ______________________________

REASONS: ______________________________

____

____

ITEM: ______________________________

REASONS: ______________________________

____

____

ITEM: ______________________________

REASONS: ______________________________

____

____

ITEM: ______________________________

REASONS: ______________________________

____

____

ITEM: ______________________________

REASONS: ______________________________

____

ACTIVITY #2. Drawing upon your personal experiences, observations, and previous study, list five (5) new roles that you now feel the average adult assumes that you do not now have in your daily life. These new adult roles may relate to home life, work, family, or a combination of all of these.

There are many different definitions of roles that people play, and they often change as life situations change. The following categories of adult responsibilities may give you some clues to making up your own definition of an adult role.

Categories:

Social
Financial
Legal
Personal
Political
Military
Family

NEW ADULT ROLE: ________________________________.

____

____

NEW ADULT ROLE: ________________________________.

____

____

NEW ADULT ROLE: ________________________________.

____

____

NEW ADULT ROLE: ________________________________.

____

____

NEW ADULT ROLE: ________________________________.

____

____

ACTIVITY #3. Submit your notes on new adult roles to your related class and/or Work Experience Education Coordinator for review and discussion. Be sure to ask for help and opinions on the areas that you found difficult to accept.

ACTIVITY #4. Employers have identified personal money management as a major problem for some of their employees that can have serious effects upon their work and even in keeping their jobs.

Choose at least one reference from the READING LIST in 5.3.1 and prepare up to a 50-word paragraph on some of the principles of personal money management that were referred to in the reading material.

PERSONAL MONEY MANAGEMENT

READING LIST

Business Behavior	South-Western Publishing Company
You and Your Job	" " " "
Fitting Yourself For Business	Gregg Div. - McGraw Hill Book Co.
General Business For Everyday Living	" " " " " "
Holding a Job	Follett Publishing Company
Changing a Job	" " "
Taking Stock	" " "
Keeping That Job	" " "
Understanding Consumer Credit	" " "
Getting Along With Others	Science Research Associates
Personality and Your Job	" " "
Your Attitude is Changing	" " "
Your Attitude is Showing	" " "
Guide to Good Grooming	" " "
Charm - The Career Girl's Guide to Business and Personal Success	McGraw Hill Book Company
Executive Profile - A Young Man's Guide to Business Success	" " " "
Grooming Tips for a Secretary	Calif. State Dept. of Education Bureau of Business Education
Basic Principles in Family Money and Credit Management	National Consumer Finance Assoc.
How and Why of Banking	California Bankers Association
Managing Personal Finances	Prentice Hall
New York Times - Guide to Personal Finance	Harper and Row
Personal Money Management	American Bankers Association
Using Our Credit Intelligently	Nat'l. Foundation for Cons. Credit
When to Use Credit Instead of Cash	Wells Fargo Bank
Secretaries On The Spot	National Secretaries Association
Business Etiquette Handbook	Parker Publishing Company

POST-TEST

1. Identify five (5) personal characteristics that you possess which will also be important to you in your adult life.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

2. Identify five (5) new responsibilities that you as an adult will likely be required which you do not now possess in your daily life.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

3. Identify five (5) basic resource documents on the principles of personal money management. (See attached Reading List on page 7.)

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

POST-TEST (Scoring Key)

1. Sample response:

Honesty
Loyalty
Initiative (Answers will vary)
Leadership
Cooperative

2. Sample response:

Financial
Legal
Personal (Answers will vary)
Family
Social

3. See Reading List attached - page 7.

I-DEAS

Employers are always looking for new employees who are anxious to improve themselves and to get ahead in their company through promotion within the company. Using your material from LAPS 5.3.1 and 5.3.2, write up to a 100-word paragraph that identifies the most important qualities that an employee should exhibit in order to be considered for promotion from his current career assignment to one with higher pay and more responsibility.

GETTING AHEAD

Choose any five (5) selections from the attached READING LIST. Prepare a paragraph of up to 50 words on each selection that highlights the most important point you learned from your reading concerning your future career success.

LAP Prepared By: Gene Davis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience: GENERAL

Program Goal: 5.4 Demonstrate an acceptable level of proficiency in your present job assignment.

Performance Objective: 5.4.1 List five (5) or more job skills you are applying at your career station. Identify additional skills necessary to enable you to advance at this station.

NOTE TO THE STUDENT

By the time you complete this LAP you will identify:

1. Use two different published references to determine for your current job, 5 major skills required, and for each skill, 2 other jobs requiring similar skills.
2. Identify 2 additional skills you will need to perform before being promoted to the next job level.

RATIONALE

This LAP will help you to determine how to identify specific duties and responsibilities required to perform satisfactorily in your job. You will also explore the relationship between skills and advancement and how to evaluate your strengths and weaknesses in these skills.

DIRECTIONS

In this LAP you will locate 2 published sources of information about jobs and where these documents can be found. The job you now have requires that you perform certain skills that you can identify, relate to other jobs, and rate yourself on in relation to what your employer expects of you. Job promotion requires new skills that you will identify.

PRE-TEST

If you are unable to respond to five (5) of the six (6) questions correctly, you should complete this LAP.

1. Identify two published references by title which contain descriptions of the skills, duties and responsibilities of specific jobs.

   A. ______________________________

   B. ______________________________

2. Identify where these two references are available in your local area.

   ____

   ____

   ____

3. Name at least five (5) major skills that employers say are important in order to satisfactorily perform at the job station to which you have been assigned.

   A. ______________________________

   B. ______________________________

   C. ______________________________

   D. ______________________________

   E. ______________________________

4. Identify at least two other jobs (by title) which require skills similar to those you are expected to perform.

   ____

   ____

   ____

PRE-TEST (Continued)

5. Identify at least one position, by title, that is considered a single step promotion beyond the job you now hold.

____

____

____

6. Name at least two (2) new skills you should know in order to get and keep the promotion named in #5 above.

A. ______________________________________

B. ______________________________________

PRE-TEST (Scoring Key)

1. Dictionary of Occupational Titles
   Occupational Outlook Handbook
   Department of Human Resources Development
     Occupational Guides

2. Counseling Office
   School Library
   Public Library
   WEE Coordinator
   Employer
   Local HRD Office

3. No standard answer. Answer individualized for each student.

4. No standard answer. Answer individualized for each student.

5. No standard answer. Answer individualized for each student.

6. No standard answer. Answer individualized for each student.

ACTIVITY #1

This activity is designed to help you find some sources of information about jobs and the skills, duties, and responsibilities necessary to get and hold a job.

Find two publications that describe the job you currently hold in your work experience assignment.

Suggested places to ask for job descriptions --

Counseling Office
School Library
WEE Coordinator
Employer
Public Library
Local Department of Human Resources Development Office

Suggested references to look for --

Dictionary of Occupational Titles
Occupational Outlook Handbook
Department of Human Resources Development Occupational Guides
Publisher job and career series

List the two titles you have found to use here:

1. ____

2. ____

ACTIVITY #2

Activity #2 will help you to identify some of the important skills, duties, and responsibilities employers expect of you in performing on your current job assignment.

Fill out the information on the top of the form on page 7 of this LAP.

Using the two references, list at least ten (10) of the most important duties or skills that you feel you must be able to perform on your job station and write them in the "Current Job Duties" section.

ACTIVITY #2 (Continued)

Identify from your reading two other jobs, by title, that require a similar skill, or skills, and write their titles in the "Other Jobs" sections opposite each skill.

ACTIVITY #3

Promotional opportunities are often dependent upon acquiring additional skills and assuming new responsibilities. This activity will help you to identify some of these added requirements that relate to your current job.

Using your references, identify at least one promotional job title that would come after your current position and write it in the "New Job Title(s)" section.

Using the work sheet (Page 7) write in at least five (5) new skills or duties in the "Duties for Promotion" section you would be expected to perform on a new job if you received an offer of a promotion.

WORK SHEET

Name ______________________ Sponsor ______________________

Date ______________________ WEE Coordinator ______________________

Current Job Title ______________________

Current Job (Skills) (minimum of 10)	Other Jobs		Self Evaluation		
	#1	#2	Satisfactory	Need Help	To Learn
Skills for Promotion (minimum of 5)	New Job Titles		Self Evaluation		

Coordinator ______________________ Sponsor ______________________

POST TEST

1. Identify two published references by title which contain descriptions of the skills, duties and responsibilities of specific jobs.

   A. ______________________________

   B. ______________________________

2. Identify where these two references are available in your local area.

   ____

   ____

   ____

3. Name at least five (5) major skills that employers say are important in order to satisfactorily perform at the job station to which you have been assigned.

   A. ______________________________

   B. ______________________________

   C. ______________________________

   D. ______________________________

   E. ______________________________

4. Identify at least two other jobs (by title) which require skills similar to those you are expected to perform.

   ____

   ____

   ____

(Continued on next page)

POST TEST (Continued)

5. Identify at least one position, by title, that is considered a single step promotion beyond the job you now hold.

____

____

____

6. Name at least two (2) new skills you should know in order to get and keep the promotion named in #5 above.

   A. ____

   B. ____

POST TEST (Scoring Key)

1. Dictionary of Occupational Titles
   Occupational Outlook Handbook
   Department of Human Resources Development
   Occupational Guides

2. Counseling Office
   School Library
   Public Library
   WEE Coordinator
   Employer
   Local HRD Office

3. No standard answer. Answer individualized for each student.

4. No standard answer. Answer individualized for each student.

5. No standard answer. Answer individualized for each student.

6. No standard answer. Answer individualized for each student.

I-DEAS

Contact your local Department of Human Resources Development for an Occupational Guide relating to your job field and review the skills necessary to obtain that job.

LAP Prepared By: Gene Davis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 5.4 Demonstrate an acceptable level of proficiency in your present job assignment.

Performance Objective: 5.4.2 Explain in detail to your related class or to your work experience coordinator the career station responsibilities that you have carried out successfully enough to meet your employer's standards.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Evaluate your own skills, strengths and weaknesses relating to your present job.
2. Demonstrate to your work experience coordinator and sponsor that you want and need to improve your job performance.

RATIONALE

This LAP emphasizes the fact that employers are continuously evaluating the progress of their employees on the important skills, duties and responsibilities of the job.

DIRECTIONS

Using the information developed in LAP 5.4.1:

You will have filled out the "Self-Evaluation" scale for each skill you have listed on the worksheet for 5.4.1 -- Activity #2; ask your employer sponsor to review the form with you; submit the completed scale to your work experience education coordinator so that he may review it with you.

PRE-TEST

1. List five (5) special performance skills needed on your current job.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

2. List five (5) skills needed for promotion or advancement in a related job.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

3. Describe how you would obtain the above listed skills for promotion if you do not currently possess these skills?

   ____

   ____

   ____

   ____

   ____

Criteria: If the student cannot complete all three (3) of these questions, he should complete this LAP.

PRE-TEST

Scoring Key

1. a. Answers would vary according to job.
   b. Answers would vary according to job.
   c. Answers would vary according to job.
   d. Answers would vary according to job.
   e. Answers would vary according to job.

2. a. Answers would vary according to job.
   b. Answers would vary according to job.
   c. Answers would vary according to job.
   d. Answers would vary according to job.
   e. Answers would vary according to job.

3. Student will describe a detailed procedure he will use to obtain these skills.

Criteria: If the student cannot complete all three (3) of these questions, he should complete this LAP.

ACTIVITY #1

This activity will allow you to examine the skills you have listed on the work sheet carefully in LAP 5.4.1 -- Page 7 to your related class. Then place a check mark in one of the columns under "Self-Evaluation" for each skill you have listed.

Satisfactory --	You can do this well and do not need additional help.
Need Help --	You know something about this, but feel you need additional practice.
To Learn --	You recognize that this skill is important but you need to learn it from the beginning.

ACTIVITY #2

Ask your sponsor to review the entire "Self-Evaluation" work sheet (5.4.1 -- page 7) with you, make suggestions, corrections, and additions, discuss your "Self-Evaluation" ratings with you and sign the work sheet form.

ACTIVITY #3

Turn the completed work sheet form in to the work experience education coordinator so that he may review with you those skills where you have achieved competency acceptable to the sponsor.

POST TEST

1. List five (5) special performance skills needed on your current job.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

2. List five (5) skills needed for promotion or advancement in a related job.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

3. Describe how you would obtain the above listed skills for promotion if you do not currently possess these skills?

   ____

   ____

   ____

   ____

   ____

POST TEST

Scoring Key

1. a. Answers would vary according to job.

   b. Answers would vary according to job.

   c. Answers would vary according to job.

   d. Answers would vary according to job.

   e. Answers would vary according to job.

2. a. Answers would vary according to job.

   b. Answers would vary according to job.

   c. Answers would vary according to job.

   d. Answers would vary according to job.

   e. Answers would vary according to job.

3. Student will describe a detailed procedure he will use to obtain these skills.

I-DEAS

Observe an experienced employee in the same job you have to determine the skills he uses.

Ask this employee to fill in a work sheet (5.4.1 -- Page 7) and compare his results with yours.

LAP Prepared By: Gene Davis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 5.4 Demonstrate an acceptable level of proficiency in your present job assignment.

Performance Objective: 5.4.3 Using the employee self rating scale provided compare yourself to full-time employees in your career station. Based upon the results of the scale you have completed, list five (5) areas in which you feel you need improvement and develop a plan for implementation of these needs.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. This activity gives you a chance to develop a plan for skill improvement at your work station.
2. Develop a plan of implementation of specific skills you need to develop further from the "Self Evaluation" categories labeled "Need Help" and "To Learn" to improve these weaknesses.

RATIONALE

Personal improvement is the key to success on the job and the way to being promoted when the opportunity occurs in this activity. The activity gives you a chance to develop a plan for skill improvement.

DIRECTIONS

In this LAP you will list at least five (5) specific skills that your supervisors determine need improvement. Next you you will develop a plan of action that will help you improve these weaknesses.

PRE-TEST

This LAP is to be completed by those students who have completed LAPs 5.4.1 and 5.4.2.

The exception would be any student who did not check skills in the "Need Help" and "To Learn" categories in completing LAP 5.4.1.

1. List five (5) skills you need improvement on in your present job.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

2. Describe in three steps how you would improve those skills.

   a. ______________________________

   b. ______________________________

   c. ______________________________

Criteria: If the student cannot list both the skills and describe a plan to improve them, he should complete this LAP.

PRE-TEST

Scoring Key

1. Skills would vary with each individual student.

2. Sample:
    a. Contact teacher of that skill for assistance.
    b. Obtain instructional materials relating to that skill.
    c. Have other employees or students tutor you in that skill.

Criteria: If the student cannot list both the skills and describe a plan to improve them, he should complete this LAP.

ACTIVITY #1

Using the "Self Evaluation" scale categories labeled "Need Help" and "To Learn" for guides, list below those specific skills where you and your sponsor determined that you need some assistance. Add other skills where you would also like some help so that you have at least five (5) items on which to work.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

ACTIVITY #2

For each skill, describe briefly below what you feel will help you improve these weaknesses. Be specific.

Example:

Decimals -- Contact a mathematics teacher in your school for the purpose of obtaining tutoring to help me better understand and use decimal points.

1. ____

2. ____

3. ____

4. ____

5. ____

ACTIVITY #3

Discuss this plan with your Work Experience Education Coordinator, make any agreed upon changes, and have him approve by signing below.

Coordinator ____________________ Student ____________________

Date ____________________

POST TEST

1. List five (5) skills you need improvement on in your present job.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

2. Describe in three steps how you would improve these skills.

   a. ______________________________

   b. ______________________________

   c. ______________________________

POST TEST

Scoring Key

1. Skills would vary with each individual student.

2. Sample:
    a. Contact teacher of that skill for assistance.
    b. Obtain instructional materials relating to that skill.
    c. Have other employees or students tutor you in that skill.